

PLAY FUN "n" LEARN



by
USHA GROVER

National Institute for the Mentally Handicapped
(Ministry of Social Justice & Empowerment)
Manovikas Nagar, Secuderabad - 500 009, A.P., India

PLAY FUN "N" LEARN

A Book of Games & Activities for
Teaching Concepts to
Young Children

Author
USHA GROVER

National Institute for the Mentally Handicapped
(Ministry of Social & Empowerment)
Manovikas Nagar, Secunderabad- 500 009, Andhra Pradesh, India

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ACKNOWLEDGMENT

This book started as a concept, which I started using many years ago while teaching children with special needs. However, the concept took its present shape in form of a book with the support of many persons whom I wish to acknowledge with gratitude.

Dr.D.K.Menon, Director-NIMH, encouraged and motivated me to convert my ideas into a book when he first learnt that I was using the “method of teaching concepts through activities” to our teacher trainees. He, therefore, comes on top of my list for having given moral support besides guiding me when needed. I thankfully acknowledge Deputy Director (Administration) Mr.L.Govinda Rao and Officer-in-Charge, RC New Delhi, Mr.K.N.Ojha who were kind enough to provide all necessary administrative support during the process of book compilation.

A number of teachers and trainees were involved in the field trials and collection of data. It would be difficult to acknowledge them individually for their role. However, their extensive efforts during trials were most valuable since they reinforced the ideas behind the book and provided useful feedback. I must also thank the children who co-operated and enjoyed the activities during field trials.

The services of Mr. Kamaal Ahmed for sketching illustrations and preparing layout must be acknowledged and appreciated for infusing life into this book.

A number of experts and probable users of the book agreed to devote their valuable time to review this book. I am indebted for their critical appraisal and suggestions. I would like to thank my senior colleague & Head of Department (Sp. Education) at NIMH Dr. Jayanthi Narayan for her suggestions which were incorporated in the book.

Last but not the least my special thanks go to my husband for his numerous inputs during all stages of this book from conception to completion. Without his constant support and patience this book could not have been possible.

PREFACE

In the cyber savy world of today, the resources available for Education are changing rapidly. However, whatever may be the tools or resources the methods follow the conventional guidelines of learning as taught by an instructor or a teacher. The human touch and interaction is either mostly one way or non-existent (as in the case of learning through a software). We need to make education more interactive - by using some methods which promote learning of social skills along with what is being taught. The “burden” of learning needs to be reduced. The title of the book sums up what the book is intended for.

All types of activity books and indoor games are available in abundance at book stores & children’s toy stores, particularly in the big cities and towns. But most parents encourage their children to use these in their recreation time only - which is getting scarce due to changing life styles, expectations and ambitions; or only during holidays. The activities in such books are generally randomly placed rather than following a hierarchy of teaching concepts, that is, without following a proper structure or format.

This book has been an attempt to compile activities in an organised manner with the objective of teaching and reinforcing a predefined skill. The teacher may find that s/he is already familiar with some of the activities mentioned in the book. The idea behind the book is to provide a different line of thinking and inspiration to the teachers to try out a different approach to teaching some basic skills.

Most of the material can be easily procured or prepared. While practicing the activities in the class room, the teacher may use similar material from activity books and aids taking a cue from what is proposed in the given activity or section. Much is left to the ingenuity of the teacher and the setting in which the activity is to be “played”. It is hoped that the teachers will find the book a useful guide for teaching concepts. The book will also prove useful for parents of those children who are studying in pre-primary classes .

Dr.D.K.Menon

Director, N.I.M.H., Secunderabad

FOREWORD

Recognizing elementary education as a fundamental right of Indian children is a reaffirmation of the constitutional obligation. Commitment of basic education for all is an important step towards human development and the consequent cherished quality of life. Opportunity for inclusive education for every child will become a reality only if educators have teaching methodology and materials responsive to children with diverse needs, making their learning a joyful enterprise. Several attempts are being made by a number of individuals and organisations in this direction. "Play, Fun "n" Learn" by Usha Grover is a significant contribution to this growing pool of resources.

Originally, the book emerged from classroom practice involving children with special needs. Few practitioners have the vision of converting raw ideas into systematically trialled and scientifically groomed practice. Encouraged by her professional colleagues, Usha did just that which makes the book a prized companion for professionals working for not only young kids with special needs but for everyone working with any young kids who have to be prepared for schooling.

The book is based on active learning approach to develop language skills (listening & expressive language, reading and writing) and mathematics (number concepts, addition, money and time reading). The play activities focus on the basic skills accompanied by guessing and thinking. Variety of activities help children in sustaining interest in learning and consolidating learning through reinforcement. I wish such a book were available when I became a teacher. This book is very useful to pre-primary and primary school teachers, teachers providing support for meeting special needs in the classroom and teacher educators.

Usha deserves appreciation from the professionals for enriching the pool of teaching and training material based on active learning approach. I hope the children who will ultimately benefit from the use of this book will also enjoy learning and have fun with academic advancement. I also hope that Usha will continue this work through further interaction with and feedback from users, further refine and advance the curriculum coverage.

N.K.Jangira
Senior Education Specialist
World Bank
(Formerly Professor Special Education, NCERT)

CHAPTER - 1



Introduction

INTRODUCTION

Education is a well developed science. The process of educating is quite complex. Its content, methodology and strategy need to be planned and implemented systematically. An important feature of early education is teaching concepts. A child who learns the concepts properly has little difficulty in application. Thus, the foundation of education begins with concepts.

But learning concepts is difficult. Because it is difficult, it is not interesting enough for children to learn concepts in the traditional classroom setting. It requires a lot of effort and time on the part of the teacher to achieve the desired results. Only if the learning process could be made more interesting, the child would be able to learn concepts much faster. It should be the aim of the teacher to make academics more enjoyable by other methods.

Children have a lot of energy. They need and like activities to burn up their energy. They would prefer to do activities such as drawing, music, dancing or simply playing rather than sitting in the classroom. Teaching through activities has been found very successful and is no more looked down upon. The teacher must, therefore, device and develop teaching through such media. Alternatively or additionally activities may be used for reinforcing concepts.

In a child's mind an activity is "game or play" which is "fun" as against studying in the classroom which is "work". Most children shirk "work" or "too much work". Psychologically speaking teacher has crossed the first hurdle, that is, catching the child's attention & interest by deciding to teach through play and games. In playing a game the goal is well defined and visible, not abstract. That makes it easy for children to concentrate. There is competition and comradeship at the same time. Children work together and against each other to excel and win.

This book of activities has been specifically written to provide resource material for teachers but parents will also find it equally useful. The emphasis of the book is on teaching concepts through activities. The activities described may be used in normal schools, special schools and integrated schools to teach pre-academic skills and academic skills of Class I level, with or without some adaptations, to meet the group needs.

Department of Education of Ministry of Human Resource Development in collaboration with National Institute for Mentally Handicapped (**NIMH**), recently completed the task of developing a resource book on School Readiness for Children with Special Needs which has been introduced in District Primary Education Programme (**DPEP**). DPEP workers may also find this book useful as a resource supplement for teaching readiness skills. However, while using it for children with special needs requires adaptation in teaching method, teaching materials and class room management.

Concepts must be taught in steps - starting from introducing the concepts and gradually leading to a level of being able to apply the concepts to other education programs and/ or to daily living. Keeping this in mind, activities have been devised for various levels of concept teaching. Before selecting an activity, it is suggested that the teacher should evaluate the present level of group or individual. Depending upon the result of evaluation, the selected activity may require improvisation or modification. It is assumed that during the evaluation the teacher shall ensure that pre requisite skills are already present to participate in the activity. Some modifications may also be necessary to suit the group, i.e. the type of disability and or the set-up they are placed in (integrated or other). Further, the pace and repetition of activity will be decided by the teacher depending upon the composition of the group. Keeping in mind the various factors described above, the activities in this book have been given generalized description rather than a "Recipe Book" style of description. Further a particular activity may be used for developing other concepts and skills with some minor modification or for that matter an activity may be useful for introducing more than one concept simultaneously.

To elaborate further on what has been stated above let us take the example of following activity for introducing the concept of “colour”.

OBJECTIVE: The child will stand on specified/ matching colours.

MATERIAL : Cards of different colours and music.

ACTIVITY : Spread various coloured cards on the floor. Play music and ask children to go around in a circle and dance. Stop music and give instructions, by showing a card of a particular colour or by mentioning a colour, to stand on that particular coloured card.

In the above activity teacher may prepare cards of any shape of 10 to 15 centimeter size. (Preparing cards of different shape is suggested since these may be used later for a different activity such as “shape discrimination”). Initially the teacher may use only 2 colours say black and white (useful for introducing concepts of contrast or opposite also !) and then add one more colour and so on. When using this activity with special children e.g. mentally handicapped the teacher must not use more than 2-3 colours at a time to make the concepts learning easier.

Also to start with, the teacher may hold out a coloured card for matching but later on may only call out the colour.

Another variation could be like musical chair. Child/ children standing on wrong colour may be called “Out”. The teacher may use a radio or a tape recorder or a musical instrument depending on availability and may even ask a child to play a simple musical instrument.

For teaching concept of visual discrimination the children may be asked to stand on a particular shape rather than colour. If the teacher finds it inconvenient to make cards, the teacher may use different coloured chalks or crayons to draw circles or other shapes on the floor.

Thus, the activities described in the book are a guide for the teacher for

developing or adapting as the circumstances and situation demands. Before starting any activity the teacher must explain and give instructions as simply & clearly as possible and ensure that all children have understood how to participate in the particular activity. It may be necessary to divide children in groups for ease in handling and/ or creating a sense of competition. When groups are inevitable the teacher should take care that group composition is uniform. As far as possible, retain same grouping for a sufficiently long period so that children get well adjusted to operate as a group. The teacher may also introduce a suitable scoring system to encourage children to perform and improve. The method of scoring may vary to retain the interest of children. The teacher may also involve older children in preparing material as a part of art and craft class to the extent possible. The teacher may also encourage them to play some selected activities after school hours for recreation as homework!

Finally a regular evaluation and feedback is essential for the teacher to make adjustment in methodology and resource material.

FIELD TRIALS:

To establish the usefulness of the methods suggested and to seek feedback on the presentation of the book, field trials were conducted after the finalisation of the draft. Forty games were randomly selected covering all areas and teachers were requested to teach a particular concept using the games selected from the area. These trials were conducted in normal schools as well with children having special needs, both groups using the same activities for same concept. Base line group score was calculated prior to introducing the activities and after 2 weeks of trial score was calculated again. In the normal school the teachers could easily adopt and conduct the games to get the desired results. However, the experience gained in the field trial at the special school was of much more value and is being reported here in more detail.

SAMPLE SIZE AND DATA

| | | |
|--------------------------|---|---|
| Number of children | : | 42 (25 with mild & 17 with moderate disability) |
| Number of groups | : | 7 |
| Number of children/group | : | 6 |
| Number of games | : | 40 (4 from each skill area) |
| Method of game selection | : | Random |
| Trial duration | : | 2 weeks |

SCORING METHOD

Bench marking was done by an assessment of the level of the children in the particular skill area at the time of the introduction of games. Simultaneously presence of pre-requisites were checked. Scoring was done on the following scale of level of performance of activity.

| | |
|---------------------------------|---|
| Performing Independently | 4 |
| Performing with gestural prompt | 3 |
| Performing with verbal prompt | 2 |
| Performing with physical prompt | 1 |

Thus the maximum possible raw score for each group of six children was 24. After 2 week period the scores were again evaluated. The results shown a significant improvement (Table-I).

FEED BACK

Teachers gave the following feed back:

- Children were highly motivated to learn
- All children could be involved
- There was a general improvement in the attention span & learning
- Teacher found it easy to control the group
- Flexibility was appreciated by teachers as they could use creativity

As has been previously mentioned, the activities described are general guidelines and may be modified to suit the group. In fact teachers were quick to understand the need for adaptation during the trials while working with a group of special children. They used some innovative methods, some examples of which are:

- An experiment was tried to use puppets for giving clues. The experiment was very successful.
- Initially Ludo was used with 50 squares. It was found that the attention and interest of children was declining. This was overcome by reducing the number of squares to 20.
- While introducing concept of shapes, initially 3 shapes were used. This created some confusion in the shape learning process. Starting with 2 shapes gave better results.
- For keeping scores the method of giving a pendent for wearing around the neck of the child performing correctly was more encouraging than giving a star.

Success of the activity was also influenced by class room management skills, the enthusiasm with which the activity was conducted, how the activity was conducted (standing or sitting) and the clarity of the instructions given to children.

Overall, the results are very positive and show a significant improvement in the concept learning. However, a more important point is that the children enjoyed the activities while learning, which is the theme of the book.

TABLE-1

RESULTS OF FIELD TRIALS

| SR. | ACTIVITY | SCORES | | | |
|-----|------------------------|-----------|------|-------------|------|
| | | BASE LINE | | FINAL SCORE | |
| | | RAW | % | RAW | % |
| 1 | Simon Says | 14 | 58.3 | 20 | 83.3 |
| 2 | Do What I Say | 10 | 41.7 | 20 | 83.3 |
| 3 | Cushion Game | 12 | 50 | 17 | 70.8 |
| 4 | Tell Me About It | 13 | 54.2 | 19 | 79.2 |
| 5 | Find Your Partner | 11 | 45.8 | 18 | 75 |
| 6 | Relay Race | 10 | 41.7 | 14 | 58.3 |
| 7 | Bingo Colour | 11 | 45.8 | 14 | 58.3 |
| 8 | Rhymes | 8 | 33.3 | 13 | 54.2 |
| 9 | Let's Make Shape | 10 | 41.7 | 14 | 58.3 |
| 10 | Musical Shapes | 12 | 50.0 | 15 | 62.5 |
| 11 | Card Game | 11 | 45.8 | 15 | 62.5 |
| 12 | Shape Ludo | 11 | 45.8 | 17 | 70.8 |
| 13 | Action with Body Parts | 11 | 45.8 | 17 | 70.8 |
| 14 | Match Body Parts | 15 | 62.5 | 16 | 66.7 |
| 15 | What Will Happen | 8 | 33.3 | 14 | 58.3 |
| 16 | Find Missing Body Part | 12 | 50.0 | 18 | 75.0 |
| 17 | Bingo With Alphabets | 9 | 37.5 | 19 | 79.2 |
| 18 | Find Me | 9 | 37.5 | 13 | 54.2 |
| 19 | Alphabet Game | 11 | 45.8 | 14 | 58.3 |
| 20 | Colour Picture | 9 | 37.5 | 19 | 79.2 |

| TABLE-1(contd.) | | RESULTS OF FIELD TRIALS | | | |
|-----------------|---------------------|-------------------------|------|-------------|------|
| SR. | ACTIVITY | SCORES | | | |
| | | BASE LINE | | FINAL SCORE | |
| | | RAW | % | RAW | % |
| 21 | Complete the Object | 11 | 45.8 | 16 | 66.7 |
| 22 | Trace the Path | 11 | 45.8 | 15 | 62.5 |
| 23 | Complete the Word | 10 | 41.7 | 16 | 66.7 |
| 24 | Join the Circles | 12 | 50.0 | 14 | 58.3 |
| 25 | Number Rummy | 12 | 50.0 | 15 | 62.5 |
| 26 | Dice Game | 11 | 45.8 | 15 | 62.5 |
| 27 | Hankey Game | 10 | 41.7 | 13 | 54.2 |
| 28 | Musical Island | 12 | 50.0 | 14 | 58.3 |
| 29 | Bingo Game | 12 | 50.0 | 15 | 62.5 |
| 30 | How Old Is It | 16 | 66.7 | 18 | 75.0 |
| 31 | Let's Add | 13 | 54.2 | 16 | 66.7 |
| 32 | Ludo | 11 | 45.8 | 14 | 58.3 |
| 33 | Meet Your Partner | 12 | 50.0 | 17 | 70.8 |
| 34 | Re.1/- Game | 12 | 50.0 | 17 | 70.8 |
| 35 | Guard Off the Well | 9 | 37.5 | 15 | 62.5 |
| 36 | Odd Man Out | 11 | 45.8 | 18 | 75.0 |
| 37 | Let's Make the Time | 13 | 54.2 | 16 | 66.7 |
| 38 | Time Card-1 | 8 | 33.3 | 17 | 70.8 |
| 39 | Time Card-2 | 9 | 37.5 | 15 | 62.5 |
| 40 | Temporal Order | 9 | 37.5 | 11 | 45.8 |

CHAPTER - 2



Language Arts

LANGUAGE ARTS

Development of language arts consists of a number of distinct components. Among the major components are listening or receptive language, expressive language, reading, gesturing and writing

2.1 RECEPTIVE & EXPRESSIVE LANGUAGE

The ability to identify and discriminate between sounds is an important part of development of receptive language. It is from this ability the child draws a meaning from what is heard and responds accordingly. Initially the child learns to identify the words of his or her name and some other distinct sounds, such as that of a rattle or bell. Gradually the child identifies names (or sounds) of others in the family; names of foods, toys and pets etc. The child then learns to identify sounds in the environment such as foot steps, running water, dropping (or breaking) of objects and learns to attach a meaning to the sounds with respect to the environment. Next the child learns to make finer distinctions between the sounds by identifying likeness and differences between similar sounding voices, sounds and words. While the child learns to make different sounds at an earlier age but it is not till the child is able to distinguish between sounds that the child begins to develop vocabulary. The child also must learn to remember the words or the sounds in the developing listening as well as expressive language and then develop auditory association, which requires child to correlate what is heard with past experience and knowledge. Further development of auditory skills requires the child to remember the rules of grammar, to focus on what is being stated on a subject and to express or provide relevant information. Activities described below are aimed at developing listening and speaking skills of language development.

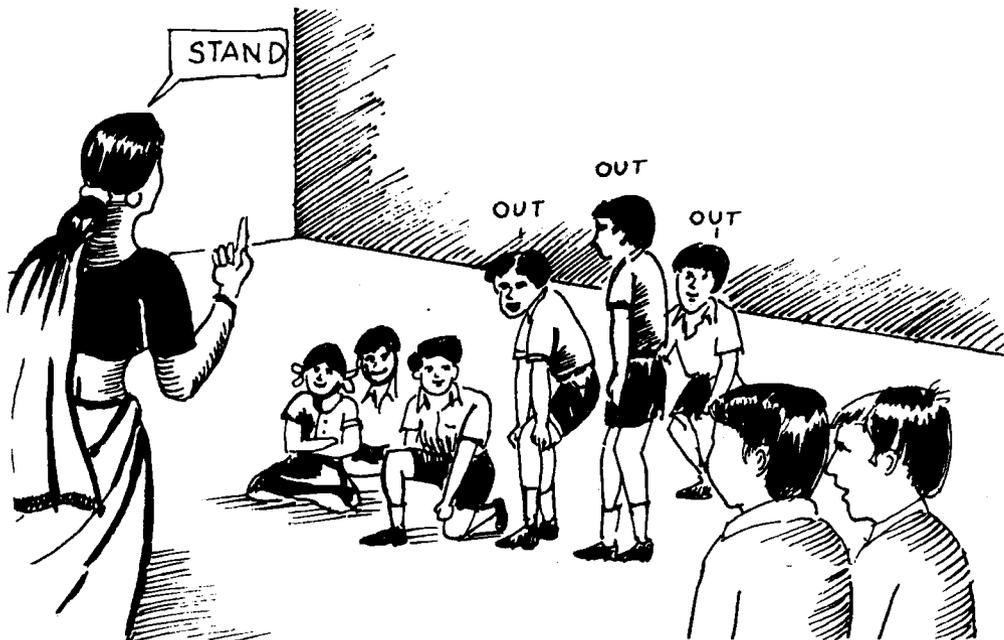
ACTIVITIES - RECEPTIVE & EXPRESSIVE LANGUAGE

1. SIMON (SOMU) SAYS

OBJECTIVE : The child will follow instructions.

MATERIAL : None.

ACTIVITY : This is an old and very popular activity. The children are required to follow the instructions only if "Simon (Somu) Says" is said with the statement, for example if teacher says "Simon says stand", the child should stand but if the teacher only says "Stand" the child is not expected to stand. The level of activities required to be done can be varied. The game can be used for developing other areas of knowledge such as body parts or environment by giving suitable instructions as has been explained elsewhere in this book.



1. SIMON SAYS

2. DO WHAT I SAY (NOT WHAT I DO)

OBJECTIVE : Child will do action as per verbal instruction.

MATERIAL : None.

ACTMITY : Let the children stand or sit in semi circle facing the teacher. The teacher gives instruction to children to do something but at the same time does some action that is different from what is being said. The children are expected to do the action that is being said not the action that is being done. For example teacher says "Fold your hands" but the teacher actually is touching his/her head etc. The child who does not follow the verbal instructions is out of the game.



2. DO WHAT I SAY (NOT WHAT I DO)

3. GUESS THE SOUND

OBJECTIVE : Child will guess the object /action from sound.

MATERIAL : A tape recorder and tape with recording of different sounds (If tape recorder is not available then have a screen or curtain behind which different sounds can be made using musical instruments or other items), some picture of items of which the sounds are recorded or made.

ACTIVITY : This activity can be done in different levels (but only to limited extent if tape recorder is not available).

Level 1 : Display the pictures of objects e.g. bell, airplane and play the sounds one by one. Ask the child to identify the picture which correlates with sounds.

Level 2 : Play the sounds one by one. Ask the child to identify the object without the help of pictures. However, the teacher may opt to provide a verbal clue.

Level 3 : This requires recording of sounds which are associated with some action such as "a pressure cooker", "a car braking" or "glass breaking" etc. Play the sounds one by one and ask child to guess what is happening.



3. GUESS THE SOUND

4. IN AND OUT

OBJECTIVE: Following instruction, The child will jump in and out of the circle.

MATERIAL : Chalk or some other marker.

ACTIVITY : Draw a circle and let the children stand around it. When the teacher says "In" the children jumps in the circle and when teacher says "Out" they jump out. Initially go slow in saying "In Out." And gradually increase the tempo "In ... Out, In ... Out, In ... out, In ... Out" or change the order "Out – In".



4. IN AND OUT

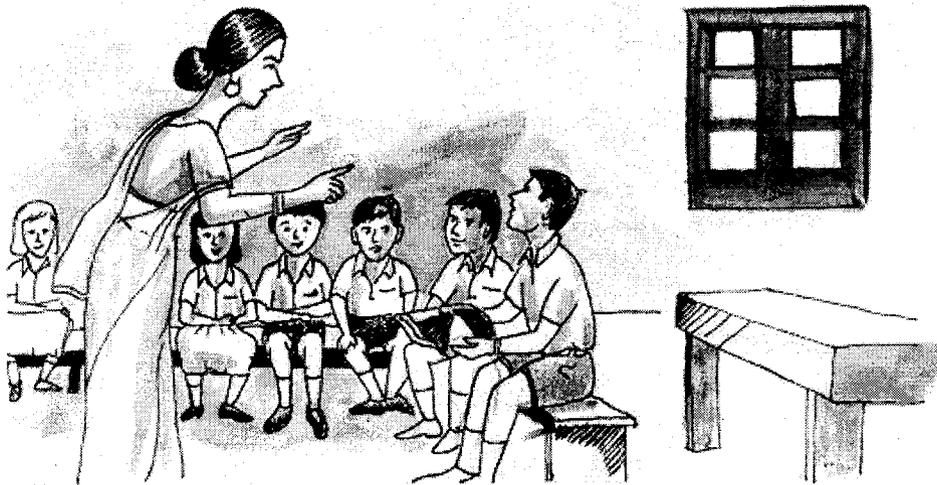
5. BAG/CUSHION GAME

OBJECTIVE : The child will answer a question asked.

MATERIAL : A small bag of beans or a small cushion.

ACTIVITY : Let the children be seated in a circle around the teacher. The teacher throws the bag to one child and asks a

question. The child must answer in full sentence. Initially the question may be simple such as "What is the colour of your shirt?" The child must answer in complete sentence that is "Colour of my shirt is white". Some prompting by teacher may be necessary. After the child has replied the bag is thrown back to the teacher who then throws it to another child and so on. The teacher may slowly raise the difficulty level of questions to one which requires more descriptive or longer answers and encourages development of vocabulary.



5. BAG/CUSHION GAME

6. TREASURE HUNT

OBJECTIVE : Child will find object based on instructions.

MATERIAL : Familiar objects.

ACTIVITY : Hide some objects in a room. Then give verbal instructions to find the objects. For example, the teacher may say, "Go four steps forward, two steps to left, look for a red

box in which there is a pen."etc. Initially single direction/ instruction can be given at a time.

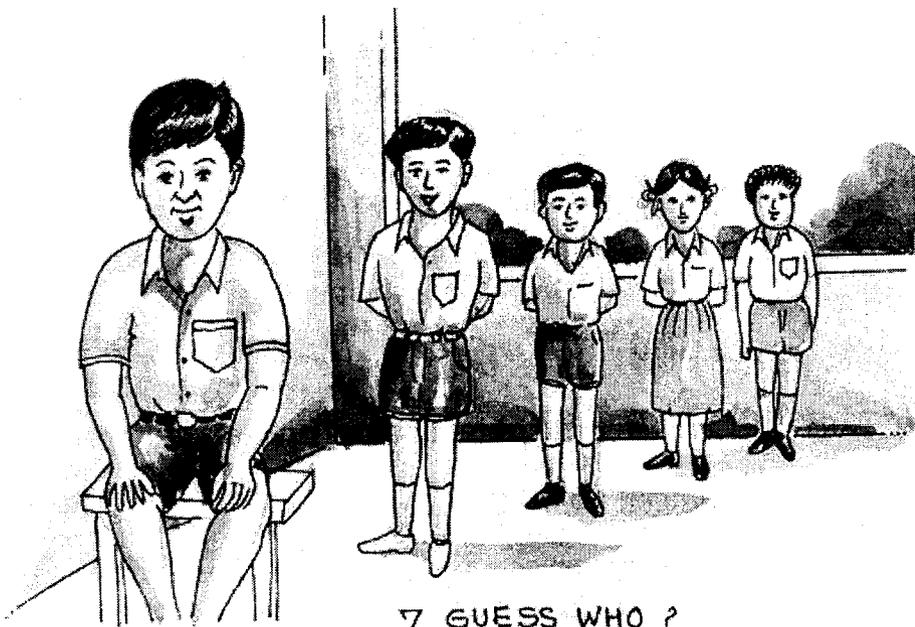
7. GUESS WHO?

OBJECTIVE: The child will guess who is talking.

MATERIAL : None.

ACTIVITY : Select a child to be a listener and have him seated with his back towards the rest of group. Select another child from the group and ask the child to speak a sentence or two except his/ her name. Ask the listener to guess who is speaking. If the listener guesses correctly pick up another listener otherwise continue until the listener guesses.

Note : Let the group be small, say, maximum ten children.

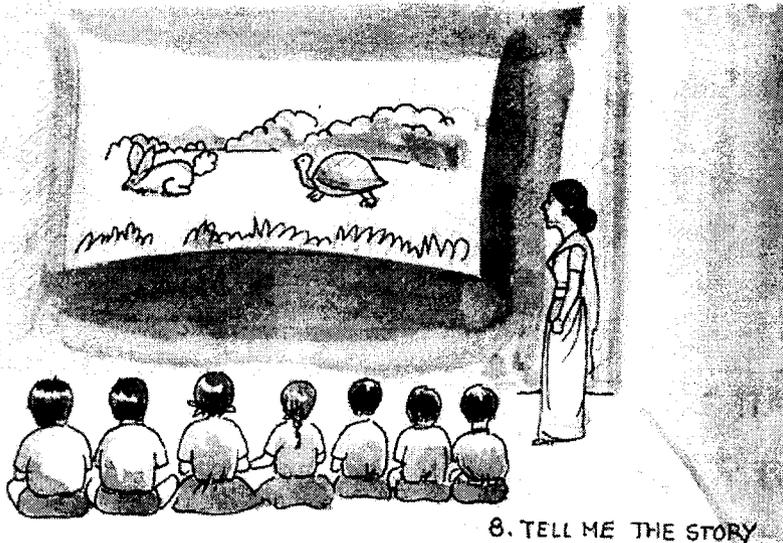


8. TELL ME A STORY

OBJECTIVE : Child will tell a story based on what he/she sees.

MATERIAL : T.V.& VCR or a series of pictures making up a short story.

ACTIVITY : Show a short children film without sound or show pictures of a story one by one in the proper sequence. Ask the children to tell a story based on what they saw. Initially the teacher may use a story, which the children may be knowing.



9. DRAW AND TELL

OBJECTIVE : The child will describe what he/she draws.

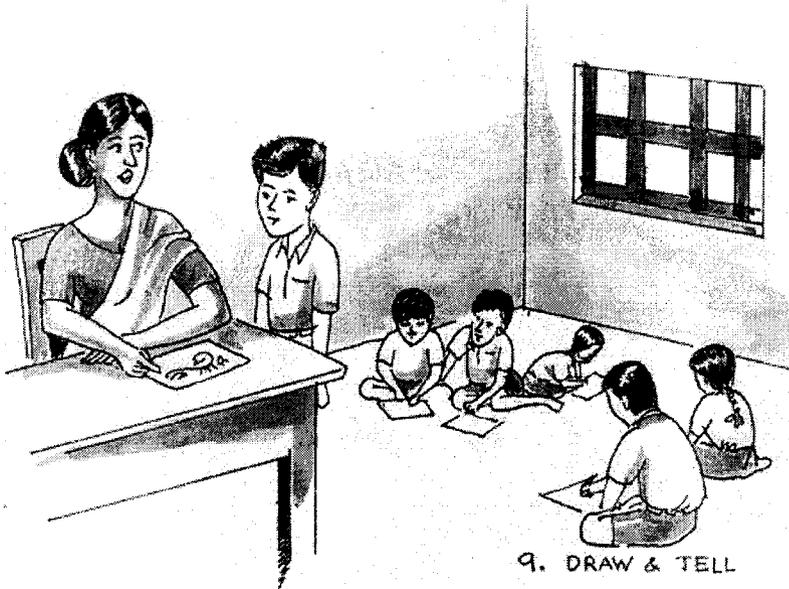
MATERIAL : Papers and crayons.

ACTIVITY : Distribute papers and crayons to children and ask children to draw anything they like.

Level 1 : Ask each child to describe what he/she has

drawn in the picture.

Level 2 : Collect all the pictures. Select a picture and a child (other than the one who has drawn) and ask the child describe what has been drawn.

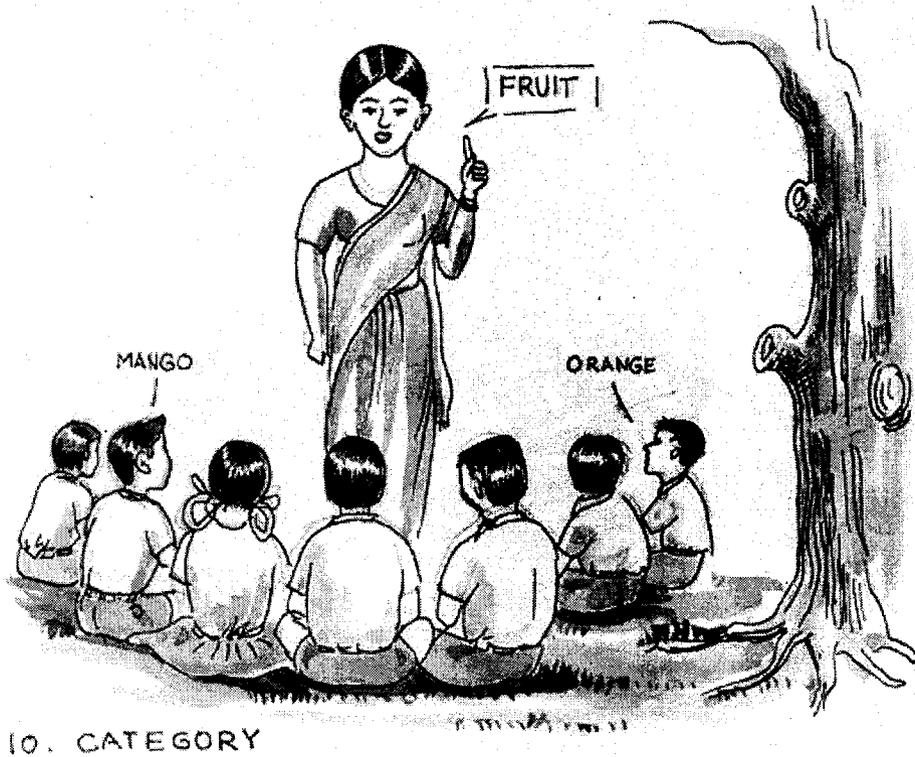


10. CATEGORY

OBJECTIVE : Children will tell words in a given category.

MATERIAL : None.

ACTIVITY : Let the children sit in a circle. The teacher decides a category say "fruit". All children on their turn will have to name a fruit. The name once said must not be repeated. The child who is not able to give a correct word in a category is out of the game. When the teacher feels that they have run out of most words in the category the teacher may change the category to another one e.g. colour. The teacher may also ask the child to describe or say something about the item he/ she has named.

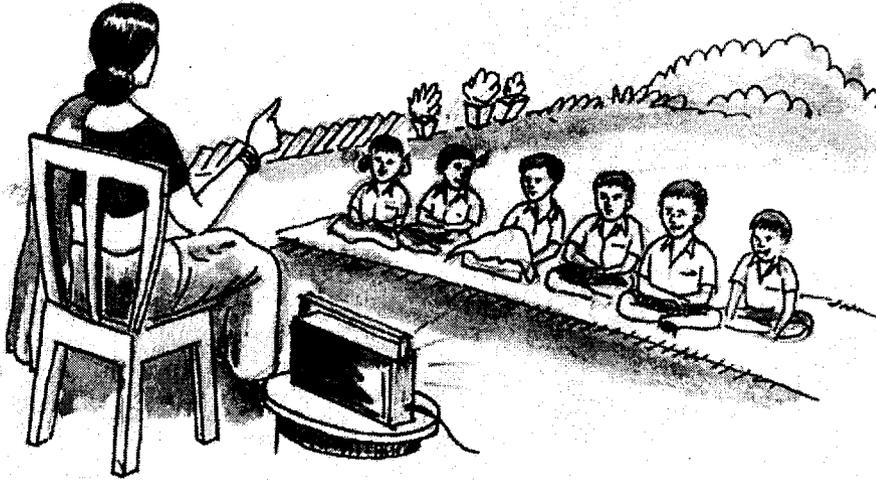


11. TELL ME ABOUT IT

OBJECTIVE : The child will say a few sentences about an object.

MATERIAL : Some objects, tray, a cloth, a small box and music.

ACTIVITY : Keep the objects in a tray and cover with a cloth. Make children sit in a circle. Play music and pass around the box. When music is stopped, the child with the box is asked to remove an object from under the cloth. The child is required to say 3-4 sentences about the object. The teacher may fix a minimum limit for the number of sentences say minimum 3 sentences etc.



II: TELL ME ABOUT IT.

12. WHISPERS

OBJECTIVE : Child will repeat the sentence he has heard.

MATERIAL : None.

ACTIVITY : Let the children sit in a circle. The teacher whispers a sentence in the ear of a child. The child repeats the sentence to child sitting next to him who whispers to the next child and so on. The last child is asked to repeat the sentence aloud that he was whispered to. The game continues with teacher whispering another sentence to another child. The activity is a lot of fun as the sentences get distorted. The teacher must tell every time what sentence was actually whispered to the first child.



12. WHISPERS

13. CORRECT ME

OBJECTIVE : Child will correct the sentence spoken by the teacher.

MATERIAL : None.

ACTIVITY : Children sit around the teacher. The teacher speaks a sentence which is not correct for example "The sky is green". A Child is asked to correct the sentence. The child must speak the complete sentence "No the sky is not green, it is blue". Every child gets a chance to correct the teacher on turn.



13. CORRECT ME

14. CREATE A STORY

OBJECTIVE : Children will create a story by adding full sentences.

MATERIAL : None.

ACTIVITY : The teacher will start a story by saying first sentence. Children will add sentence one by one to make up the story. If the teacher feels that the sentence will go with the story the teacher will nod head otherwise teacher will say no in which case child will make up another sentence.

15. RHYMING WORDS

OBJECTIVE : Child will tell the rhyming word.

MATERIAL : None.

ACTIVITY : Teacher will use riddles to ask for words which rhyme with the given word. For example the teacher will say "It rhymes with tall and you play with it" or "It rhymes with rose and it is on your face". The expected replies are "ball" and "nose" respectively.

2.2 PRE - READING SKILLS

The initiation of reading skills is done by developing child's ability to differentiate between one letter from other (and associating a sound with it). The important thing to teach is how to differentiate or discriminate. Teaching visual discrimination is the first step in this direction. That is, the child should be able to identify and tell the difference between similar looking objects, forms etc. Once the child is able to differentiate between shapes, size, colours, textures and forms etc. the child can be introduced alphabets followed by combination of alphabets to make a simple word. The child must remember the sequence in which the letters are being read which will determine the word, for example, when reading "T" "A" "P" the child must remember the sequence which, if mixed up, can become APT, PAT, ATP etc. The child then learns to look at word configuration as a whole rather than looking at individual letters separately, which can be developed by making children recognize complete objects by showing them partly. Finally, the child is able to comprehend or associate with what is being read as a sentence or a paragraph as a whole rather than the words. If the child is unable to go through the sequence of letters to words, the teacher may help the child in developing sight vocabulary. The teacher will have to use her wisdom and judgement as to when to use sight vocabulary or letter to word.

Before the child learns the complex task of reading, he should be helped to develop reading readiness skills. In this chapter on reading, activities are developed to teach visual perception in colour, shapes and body parts before formal reading of words and sentences.

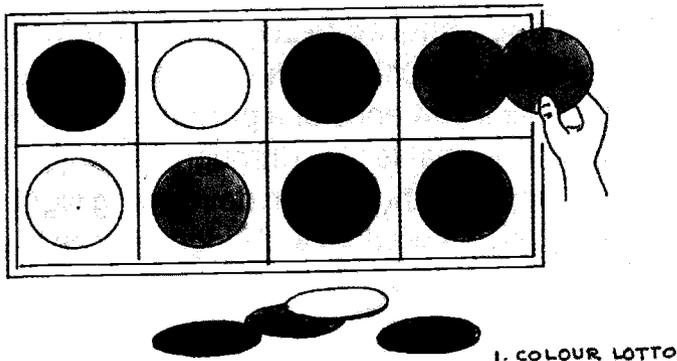
2.2.1 COLOUR

1. COLOUR LOTTO

OBJECTIVE : To match coloured circle on board with additional circle of same colour.

MATERIAL : A chart or board with different coloured circles and additional coloured circles.

ACTIVITY : Spread the loose coloured circles (or any other shape) on the table. Call the children one by one to the board. Hand over a particular coloured circle to the child and ask to match with colour on the board.

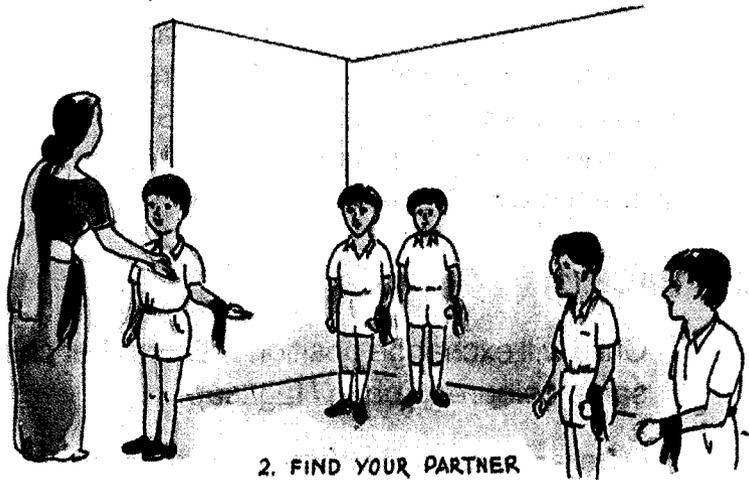


2. FIND YOUR PARTNER

OBJECTIVE : Child to find partner wearing same coloured tag.

MATERIAL : Coloured ribbons or tags.

ACTIVITY : Put/ tie coloured tags or ribbons on children's wrist. Ask them to go around the room and team up with child/ children having same coloured tag.



3. PASSING THE PARCEL - A

OBJECTIVE : To match colour of slip with same coloured card.

MATERIAL : Coloured cards and matching coloured slips of paper.

ACTIVITY : Fold the coloured slips of paper such that the colour cannot be seen when folded and put them in a box. Keep the box in the middle of the circle. Give one coloured card each to children and make them sit in a circle. Play music and pass around an object. When the music stops, the child holding object is asked to pick up a slip from the box and open it. The child/ children holding card of same colour as the slip are "out". Music is started again. Same activity is repeated among remaining children till only one child is left who is declared as the winner.

4. PASSING THE PARCEL – B

Another variation of the above game is :

ACTIVITY : Do not give out any cards to children. Just pass an object.

When music stops, the child holding object is asked to pick up a slip from the box, open it and name the colour. Any child unable to identify the colour correctly is out and game is continued with remaining children. Still another variation is to ask the child to name an object of the same colour as the slip opened by the child.

5. RELAY RACE (1)

OBJECTIVE : Child will exchange position with another child wearing same coloured ribbon / tag/ cap.

MATERIAL : Different coloured ribbons, tags or caps (in pairs).

ACTIVITY : Put tags / tie ribbons or give caps to children and make them stand in two parallel rows 4-5 meters apart facing each other. Ensure that no two children wearing same colour are in same row. Call out a colour. Children wearing tag of the called out colours will exchange places.



6. RELAY RACE (2)

OBJECTIVE : Relay race with coloured cards.

MATERIAL : Different coloured cards in pairs.

ACTIVITY : Make children stand in opposite parallel rows facing each other along lines drawn approximately 10-15 meters apart. Distribute cards to opposite rows such that there is only one card of every colour in each row. Give instructions to children of one row to run to the opposite row and give their card to the child holding the same coloured card. The children in this row should then run back with both cards to the position of first row. The pair doing it correctly first is the winner. This way the game will go on.

7. HANKY GAME

OBJECTIVE : Children with called out colour will run to catch hanky.

MATERIAL : Hanky, coloured ribbons/ tags (in pairs)

ACTIVITY : Divide children in two teams and put tags / ribbons as in Relay Race (1) above, make them stand in facing rows about 5-6 meters apart and keep a hanky in the middle of space between the two teams. Call out a colour (say "Red"). The child wearing red in each team will run to catch the hanky and return with the hanky to his/ her team without being touched by the competitor. Successful child is the winner and scores a point for the team.



7. HANKY GAME

HANKY GAME

8. RIDDLES

OBJECTIVE : The child will name the colour of object.

MATERIAL : None.

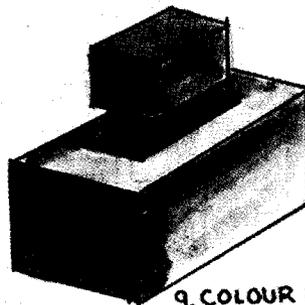
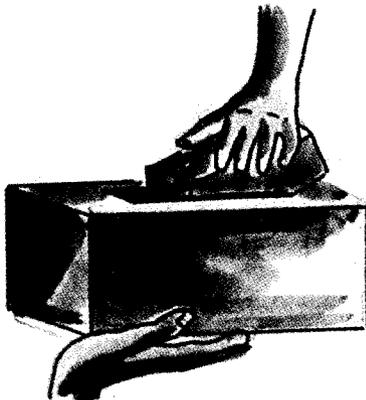
ACTIVITY : Ask the colour of everyday objects in riddles or if the child is unable to guess, give clues. For example, "I am a drink that all children drink in the morning and I came from Cow tell me what colour am I ?" or "I am the colour of ripe Tomato...." etc.

9. COLOUR BOXES

OBJECTIVE : The child will put blocks in matching coloured boxes.

MATERIAL : Boxes and blocks of different colours.

ACTIVITY : Take 5-6 boxes (Shoe boxes, tea boxes) colour these with different colours. Have blocks of matching colours. Cut windows in the boxes just big enough to insert the blocks. Call children one by one and ask them to insert blocks through windows of the matching coloured boxes. Open the boxes one by one in front of children and show them whether boxes have matching coloured blocks.



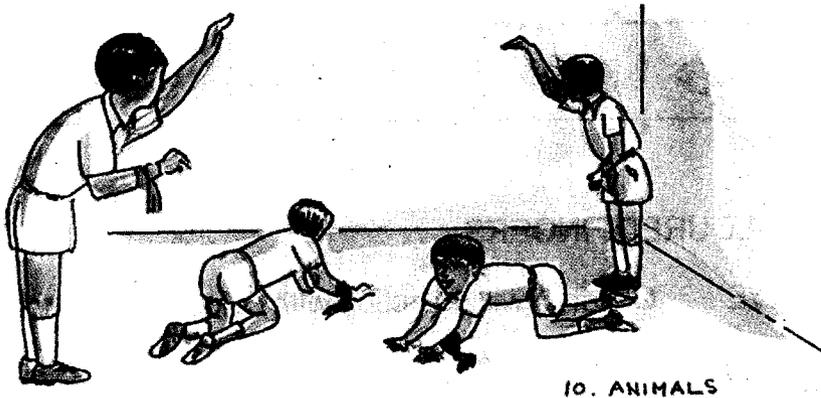
9. COLOUR BOXES

10. ANIMALS

OBJECTIVE : Child will create movement/ sound of animals as per instruction.

MATERIAL : Different coloured bands/ tags/ ribbons.

ACTIVITY : Put different coloured bands on children and have them go around in a circle. Give instructions such as "All children with red bands become cats", "All children with pink band become elephants" etc.



10. ANIMALS

11. BINGO

OBJECTIVE : Children will put 'Tick' (✓) on the called out colours on Bingo card.

MATERIAL : Coloured Bingo cards, pencils.

ACTIVITY : Prepare Bingo cards as shown. Each card is different from others in terms of colour combination. Distribute cards among children. Call out colours such as "(Put tick on) Blue", "(Put tick on) Green" etc. Child who is able to tick out all colours on his/ her card first is the winner. It is important that the teacher must keep a record of the colours called out for checking whether the child

has crossed out correctly. Initially, the teacher may try other variation such as child who is able to cross out all colours in one line is the winner etc. The cards may be reused after rubbing out pencil marks.

| | | | | |
|---|---|---|---|---|
|  | |  |  |  |
| |  |  | |  |
|  |  |  |  | |
|  |  | |  |  |

11. BINGO

12. COLOURED FINGERS

OBJECTIVE : Children will do action with coloured fingers.

MATERIAL : Water colours.

ACTIVITY : Paint fingertips of children with different colours. Then ask children to do action with a particular coloured finger such as "Shake black finger", "Bend yellow finger", "Touch your nose with red finger" etc.



Bend Green
Finger

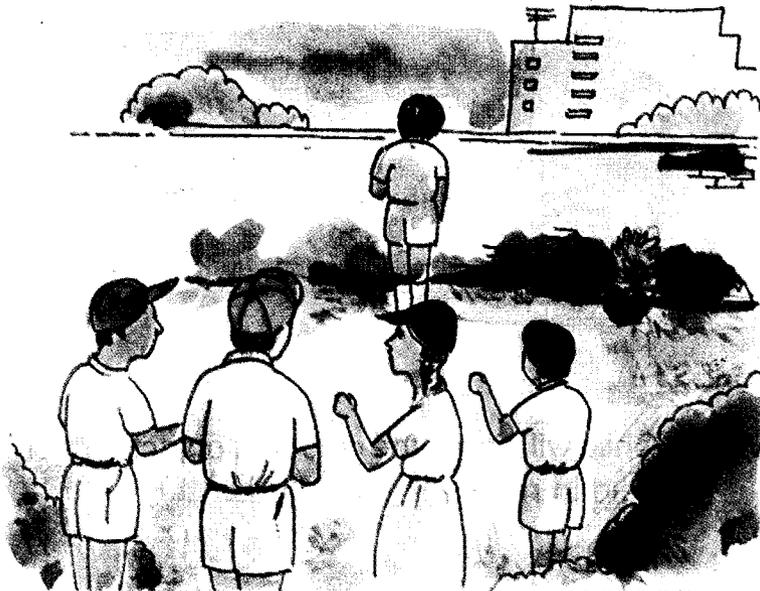
12. COLOUR FINGER.

13. PLAYING DEN

OBJECTIVE : Child will catch another child wearing the asked colour cap.

MATERIAL : Different coloured caps.

ACTIVITY : One child is picked up as den and asked to stand facing the wall. Other children are distributed different coloured caps without the knowledge of den so that he does not know which child is wearing which coloured cap. The den is then asked "which colour do you want". Den calls out a colour of his choice among the colours of the cap. He then turns around and runs to catch a child wearing the called out colour cap. The child who gets caught becomes den and so on. Every time children exchange caps so that the den is not aware which child is wearing which cap.



13. PLAYING DEN

14. BRING ME A COLOUR (1)

OBJECTIVE : Children will search for a particular coloured object.

MATERIAL : Different coloured objects (preferably of day to day use) and a mask .

ACTIVITY : Scatter the coloured objects in the room. Pick a child and make him wear the mask and name the child something which goes with the mask e.g. if it is elephant name him/her "Appu" etc. The rest of the children then sing "Tell me Appu which colour" (अप्पू-अप्पू कौन सा रंग). Appu will then specify a colour say "Green". Children then go around the room and bring that particular coloured object to Appu. First child bringing the correct colour is made Appu for the next game.



15. RHYMES

OBJECTIVE : Child will name the colour of objects which are being said in rhyme.

MATERIAL : None

ACTIVITY : The teacher sings a rhyme.

मम्मी की है बिंदी लाल
मोनु का है बस्ता लाल
और बोलो क्या है लाल

16. BRING ME A COLOUR (2)

OBJECTIVE : The children will bring a card of a named object and tell the colour.

MATERIAL : Different coloured cards.

ACTIVITY : Put different coloured cards in a pile. Ask a child to select and bring a card from the pile with the same colour as the object named by the teacher such as "Bring me the colour of leaves", "Bring me the colour of tomato"
The child must also name the colour.



16. BRING ME A COLOUR (2)

2.2.2 SHAPES

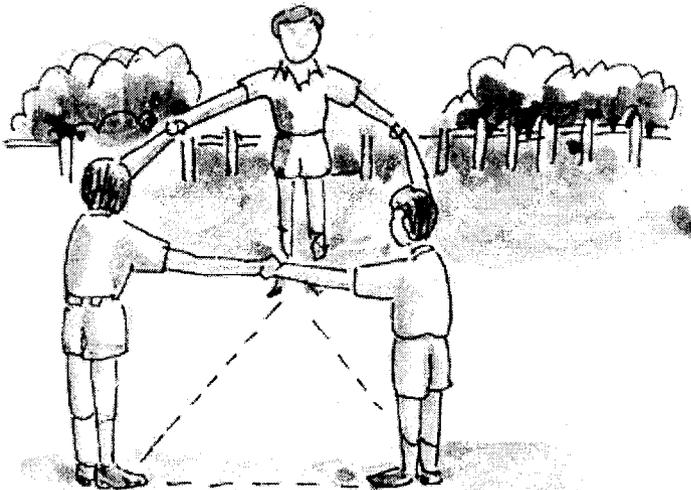
The concept of shapes is taught in limited way initially restricting to three sided shape (triangle), four sided shape (rectangle or square), and circle. The differentiation between a square, a diamond, and rectangle; a circle and an oval; pentagon, hexagon and a star are taken up at next level. A number of activities described under chapter on colour can be easily adopted for shapes by using shapes as the differentiating parameter rather than colours. Additional activities are described below.

1. MAKING SHAPES WITH BODIES

OBJECTIVE : Children will join themselves to make shapes.

MATERIAL : Chalk & board.

ACTIVITY : Draw a shape on the board. Ask children to form the shape drawn by joining themselves by holding one another's hand. (Initially the teacher may draw a shape on the floor and ask children to stand along the lines).



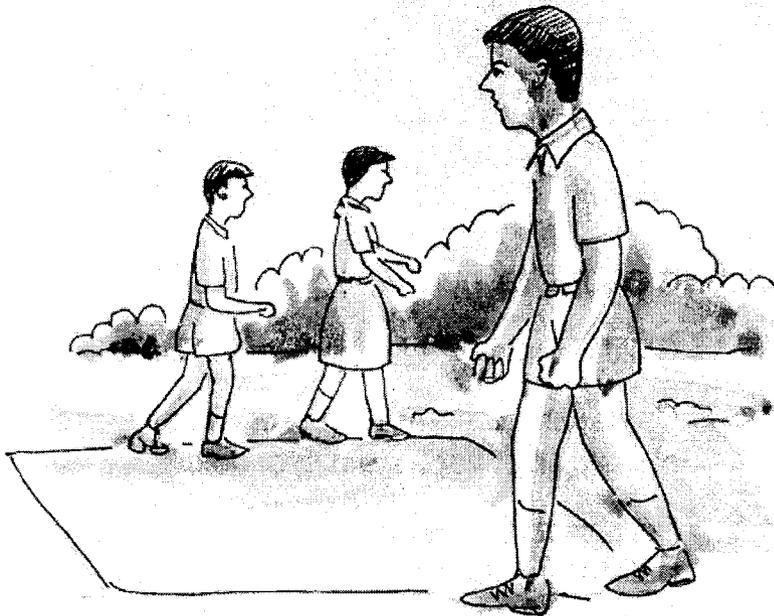
1. MAKING SHAPES WITH BODIES

2. SHAPE WALKING

OBJECTIVE : Children will walk around in a particular shape.

MATERIAL : None.

ACTIVITY : Similar to Activity -1 above except the children walk around in a particular shape instead of just holding hands without "breaking" the shape.



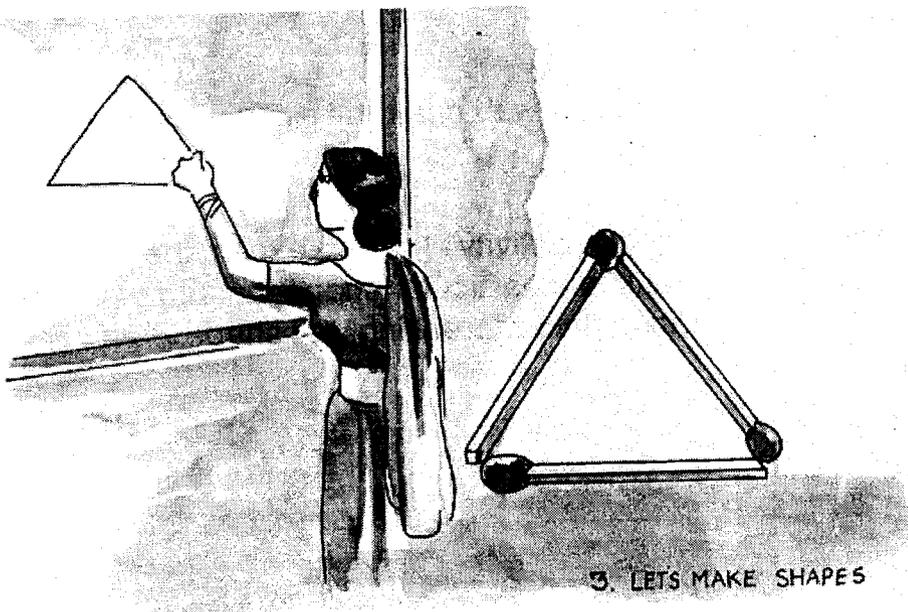
2. SHAPE WALKING

3. LET US MAKE SHAPES

OBJECTIVE : Child will make shapes with given sticks.

MATERIAL : Small sticks of the size of match sticks.

ACTIVITY : Provide children with sticks. Make shapes on the black-board and let children copy shapes using sticks. To help children initially the teacher may indicate the position of each stick on the lines drawn on the board as shown in figure.

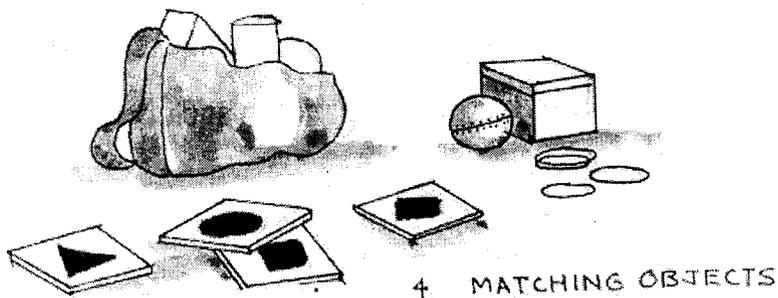


4. MATCHING OBJECTS

OBJECTIVE : Child will match object with shape card.

MATERIAL : Cards with different shapes drawn on these and objects of matching shapes; a bag or box.

ACTIVITY : Put objects in a bag or a box. Put the cards upside down. Call children one by one. Ask the child to pick up a card. Then ask the child to pick out an object of matching shape from the bag, that is, for a circle card, a child can pick up a bangle, or a ball, or a bindi and so on.

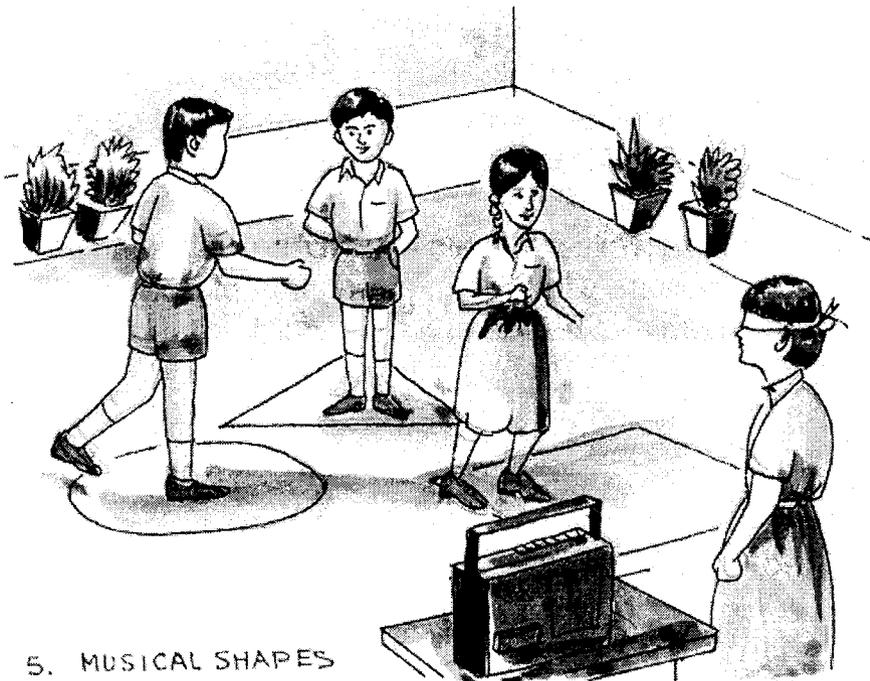


5. MUSICAL SHAPES

OBJECTIVE : Children standing inside a particular shape will go out.

MATERIAL : Chalk, music.

ACTIVITY : Draw different shapes on the ground of big enough size and next to one another. Blind fold one child and ask him/ her to play music. Ask children to move around the shapes. When the music stops the children should move into a shape nearest to them. After all the children have occupied a position inside the shapes, the blind folded child is asked to name a particular shape. All children standing inside the said shape are "Out". When number of children left is equal to or less than number of shapes drawn on the floor then only one child is allowed in each shape. The last child left behind is the winner.



6. SHAPE LUDO

OBJECTIVE : The child will name the shape and play.

MATERIAL : Board as shown, dice, counters.

ACTIVITY : The game is similar to Ludo. Against each number there is a shape the game can be played in two ways.

(A) In this the dice has number or dots, that is, the dice is ordinary. The child rolls the dice and moves his counter by as many steps as on the dice. He then tells the name of the shape.

(B) In this dice has shapes instead of dots, that is, the dice will have circle, triangle, stars etc. (same as shapes drawn on the board). The child rolls the dice. Whatever shape appears on the dice the child names the shape and moves forward to the nearest next square which has the same shape. For example, say the child is at '3'. He rolls the dice. If he gets triangle he moves to 6, where a triangle is appearing. If he gets square he moves to 7 where a square is appearing.

The child who gets to 'END' first is a winner. To make it more interesting the game of Snakes & Ladders can also be added on the board.

| | | | | | |
|-----------------|---------|---------|---------|---------|---------|
| 36 ★ End | 35 ■ | 34 ● | 33 ▭ | 32 ★ | 31 ▼ |
| 25 ■ | 26 ▲ | 27 ● | 28 ▼ | 29 ★ | 30 ▭ |
| 24 ▲ | 23 ● | 22 ★ | 21 ■ | 20 ▲ | 19 ▭ |
| 13 ■ | 14 ★ | 15 ▭ | 16 ▼ | 17 ★ | 18 ● |
| 12 ★ | 11 ▭ | 10 ★ | 9 ● | 8 ▲ | 7 ■ |
| 1 ▼ Start | 2 ● | 3 ★ | 4 ▭ | 5 ● | 6 ▲ |



6. SHAPE LUDO

7. CARD GAME

OBJECTIVE : Child will name the shape drawn on the card.

MATERIAL : Cards with different shapes.

ACTIVITY : Prepare about 50 cards with different shapes on them. It is best to use a pack of playing cards and stick different shapes on them (about 8-10 cards for each shape). Put these in a pile or scatter them up side down. Have a child pick up one card and tell the shape on the card. If he tells correctly he gets to keep the card. Similarly all children get their chance. One with maximum cards wins the game. (A number of other card games can also be adopted using above cards).



7. CARD GAME

2.2.3 BODY PARTS

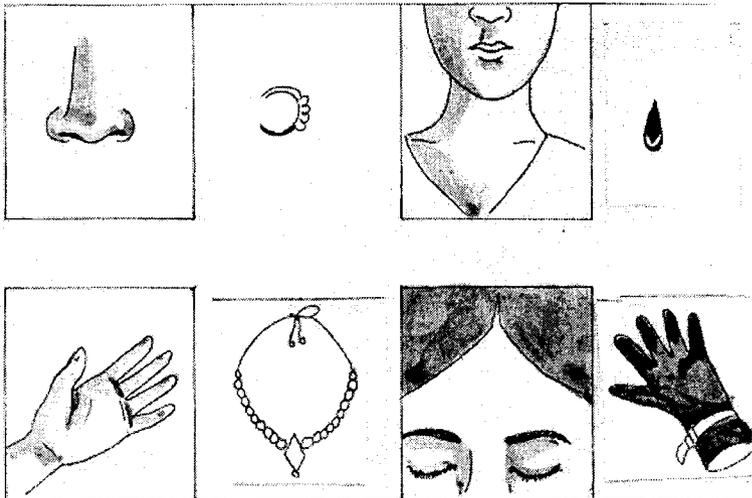
Some of the activities described previously can be suitably adopted for body parts also. However, more activities are described below.

1. MATCH OBJECT WITH BODY PART

OBJECTIVE : Child matches object with picture of body part on which it is worn.

MATERIAL : Pictures of body parts and pictures or real objects which have co-relation with body parts such as bindi, ear rings, gloves, socks, necklace, cap etc.

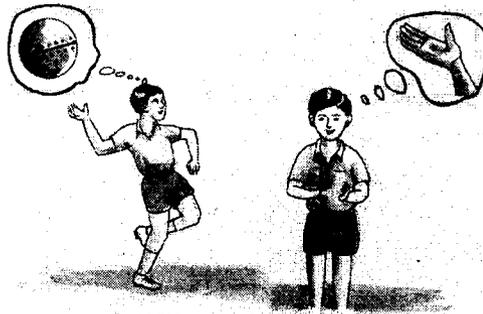
ACTIVITY : Keep the pictures of body parts upside down. Ask a child to open a picture and name the body part on the picture. Then have the child pick up an object which can be worn on that body part. A doll or a child's own body may be also be used in place of pictures.



1. MATCH OBJECT WITH BODY PART

2. ACTION WITH BODY PART

- OBJECTIVE :** Child will perform action with the asked body part.
- MATERIAL :** Pictures of body parts, some objects with which activities can be performed such as a ball, football, pencil, whistle, goggles etc.
- ACTIVITY :** Show a picture of a body part or name a body part and have the child/ children perform an activity with that particular body part. For example, when shown picture of mouth/ lips the child is expected to whistle or speak something. When shown picture of hand, the child is expected to do some action with hand such as clap or pick up objects or throw a ball etc.



2. ACTION WITH BODY PART

3. SOMU SAYS (OR SIMON SAYS)

- OBJECTIVE :** Child/ children will do action with body parts as instructed.
- MATERIAL :** None.
- ACTIVITY :** This is an old and very popular activity. The children are asked to perform an activity with a body part only if "Somu (Simon) Says" is said with the statement not otherwise. For example, when the teacher says, "Somu (Simon) says raise your hand" all children are expected to raise their hand. The child who does not perform the action is "out" of the game. On the other hand if teacher says "Raise your hand", the children are not supposed to raise their hand because the teacher did not say, "Somu (or

Simon) says," along with it. In this case children who raise their hand are "out" of the game. The children are given activities/ actions with other body parts e.g. "Somu says close your eyes", "Somu says bend your knee", "Somu says comb your hair" etc.

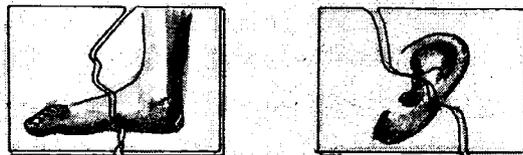


4. MATCH/ COMPLETE BODY PARTS

OBJECTIVE : The child will join two halves of a body part picture.

MATERIAL : Pictures of body parts.

ACTIVITY : Take pictures of body parts and cut them in two parts randomly and unevenly. Put the two halves in two different piles. Ask the child to pick up one part of any picture from one pile and match with the other half in the other pile.



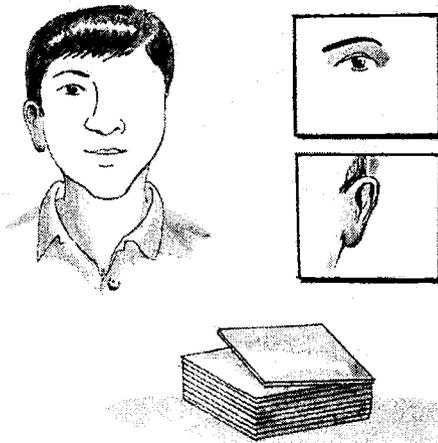
4. MATCH/COMPLETE BODY PARTS

5. FIND THE MISSING BODY PART (S)

OBJECTIVE : Child will find the missing body part (s) in a picture.

MATERIAL : Pictures with one or more missing body parts and pictures of body parts.

ACTIVITY : Child is shown an incomplete picture, that is, one which has some body part(s) missing. The child is then asked to select the missing body part(s) from another set of body part pictures.



5. FIND THE MISSING BODY PARTS

6. WHAT WILL HAPPEN

OBJECTIVE : Children will answer the questions.

MATERIAL : None.

PROCEDURE : The teacher will ask questions such as –

- What will happen if there was no nose?
- What will happen if there were no ears?
- What will happen if there were no hands?
- What will happen if there were no eyes?
- What will happen if there were no legs?

Teacher may give clues to elicit correct answer.

2.2.4 READING

1. WHAT'S NEW

OBJECTIVE : Child will tell the change in his partner's appearance.

MATERIAL : Some items which can be worn (Gloves, eye glasses, socks etc.)

ACTIVITY : Use a small group and have children pair up. One child from each pair will face towards the wall while the other child changes something about his appearance such as wears eye-glasses or wears gloves or unbuttons his shirt, or rolls up his sleeves etc. The other child is made to turn around and tell or point to the change in his partner's appearance.



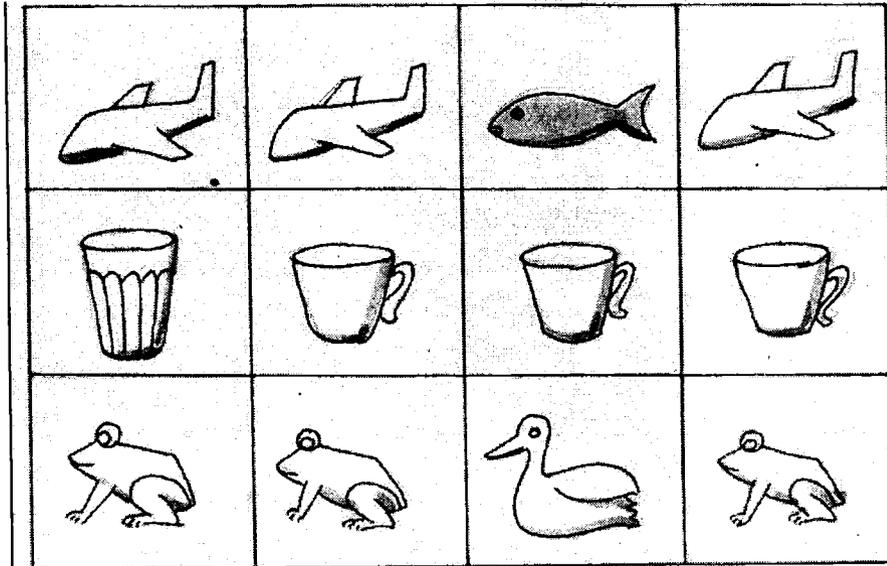
1. WHAT'S NEW

2. COLOUR THE ODD ONE OUT

OBJECTIVE : The child will colour the picture which is different.

MATERIAL : Worksheet as shown & crayons.

ACTIVITY : Distribute worksheets and crayons. Ask the child to colour the picture that is different from others in a particular row.



2. COLOUR THE ODD ONE OUT

3. ALPHABET BOARD

OBJECTIVE : The child will match card board alphabet with the alphabet shown on the board.

MATERIAL : Black board (or alphabet board), alphabets made out of card board (or plastic sheet).

ACTIVITY : Spread out alphabets on table. Write an alphabet on the board (or point to an alphabet in case of alphabet board) and ask the child to pick up and match that with alphabets from the cardboard alphabets kept on the table. Initially the teacher may avoid alphabets such as M, W & N etc. which may confuse the child. But over a period of time the child must be able to match most, if not all, alphabets. In case of teaching sight words the board can have words instead of letters.

| | | | | |
|----------|----------|----------|----------|----------|
| B | S | R | G | L |
| G | P | O | G | A |
| Z | Q | G | M | T |
| F | K | A | Y | |

3. ALPHABET BOARD



4. ALPHABET LOTTERY

OBJECTIVE : The child will name the letter symbol.

MATERIAL : A bag, several small pieces of papers with alphabets written on them.

ACTIVITY : Fold the pieces of paper and put these in a bag. Call children one by one. Ask them to pick up one slip from the bag and read out the alphabet. The child who cannot tell correctly is "out" of the game.

5. ALPHABET GAME

OBJECTIVE : The child will complete a sentence starting with "I like....."

MATERIAL: None.

ACTIVITY : Divide children in two teams. Tell the first child from Team-I to complete the sentence with something that starts with letter "A" e.g. "I like apples". The first player from Team- II will say something with "B" e.g. "I like biscuits" etc. (It need not be a thing that you eat or drink).

The game goes on like this. The team scores a point every time its player completes a sentence correctly and team with highest points wins. A time limit may be fixed for every child (say 15 sec) to complete the sentence.

6. BINGO WITH ALPHABETS

OBJECTIVE : The child will match the letter with the alphabet (or sound of first letter of the spoken word).

MATERIAL : Bingo cards, pencils.

ACTIVITY : Write letters on the Bingo cards randomly and distribute one card each to children. Call out different alphabets. The children are required to cross out or tick the letter. To increase the level of difficulty the teacher may speak out a word instead of an alphabet in which case the children are required to cross out the starting letter of the called out word if it appears on their card. The game goes on like this. The child who is able to cross out all letters correctly in a line is the first winner. The game may be extended to two lines or complete card, that is, the one who is able to cross out all letters on his card first is the winner. It is necessary for the teacher to keep a record of the alphabets or words spoken for cross checking.

| | | | | | |
|----------|----------|----------|----------|----------|----------|
| G | N | C | | U | |
| X | | A | P | S | B |
| K | S | | O | M | |

PEN



6. BINGO WITH ALPHABETS

7. FIND THE SOUND

OBJECTIVE : The child will raise hand when he/ she hears the asked sound.

MATERIAL : None.

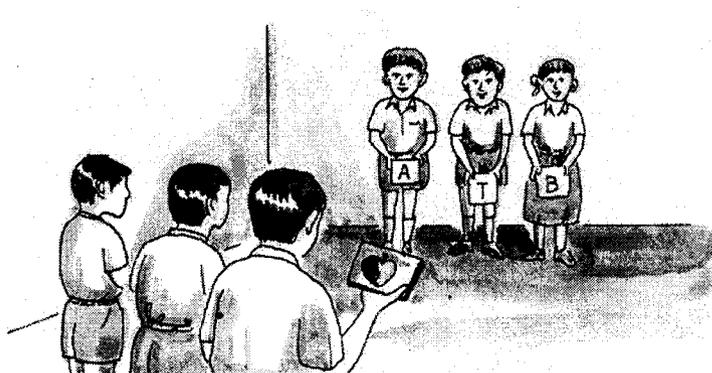
ACTIVITY : The teacher will tell a particular sound to the children say 'M'. The teacher will then speak out (or read out) words (or sentences) such as "My name is Alka Mehta". The children are required to raise their hand every time they hear the specified sound, for example, in the above sentence the children are required to raise hand three times. The instruction about the game should be demonstrated clearly before starting the game.

8. FIND ME

OBJECTIVE : The child will match the pictures with the alphabets.

MATERIAL : A set of cards with pictures and another set of cards with corresponding alphabets.

ACTIVITY : Divide children in two teams. Distribute picture cards to one team and alphabet cards to other team. Ask children from first team one by one to find his partner from the other team.



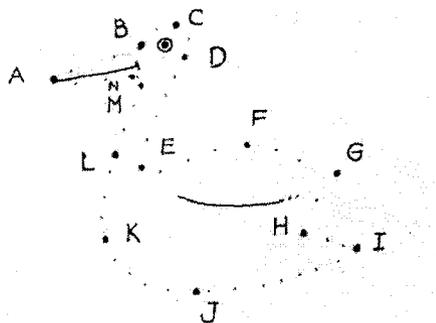
8. FIND ME

9. HUNT GAME

- OBJECTIVE :** The child will find object(s) starting with a particular letter sound.
- MATERIAL :** Some objects.
- ACTIVITY :** Hide the objects in the room. Give out a letter say "P" and ask children to look for object(s) starting with this letter (pen, pencil, paper). To make the game more interesting the teacher may give out 2 or 3 letters. The child who finds maximum numbers of objects in a given time is the winner.

10. JOIN THE ALPHABETS

- OBJECTIVE :** The child will join alphabets in a sequence to complete the picture.
- MATERIAL :** Dot to dot picture worksheets with alphabets as shown, pencils and crayons.
- ACTIVITY :** Provide worksheets, pencils and crayons to children. Ask them to join the dots in alphabets sequence, that is, dot, 'A' with dot 'B', dot 'B' with dot 'C' and so on to complete the pictures. They may be asked to colour the pictures also. This game can be used to strengthen writing skills also.



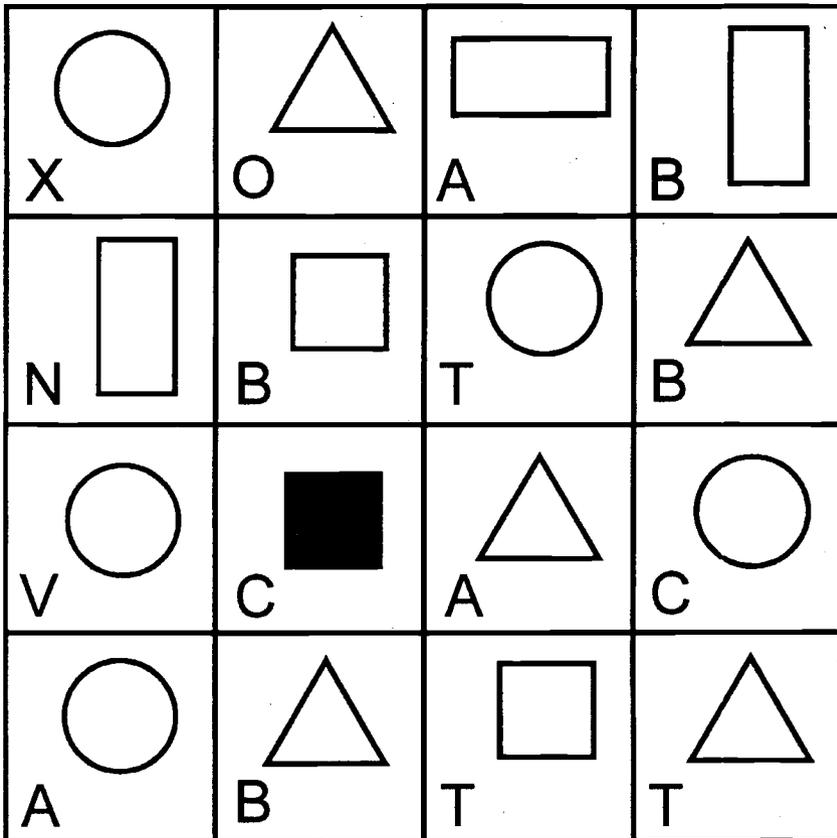
10. JOIN THE ALPHABETS

11. COLOUR PICTURES / SHAPES

OBJECTIVE: The child will colour alphabets as instructed.

MATERIAL : Worksheets, crayons.

ACTIVITY : Prepare worksheets of pictures or shapes or just squares with different letter of alphabets written in these. Give instruction to children to colour area with a particular alphabet with a given colour, for example, colour all shapes where a letter "B" written with blue colour, all shapes where a letter "B" written with blue colour, all shapes with "C" with black colour etc.



II. COLOUR PICTURES / SHAPES

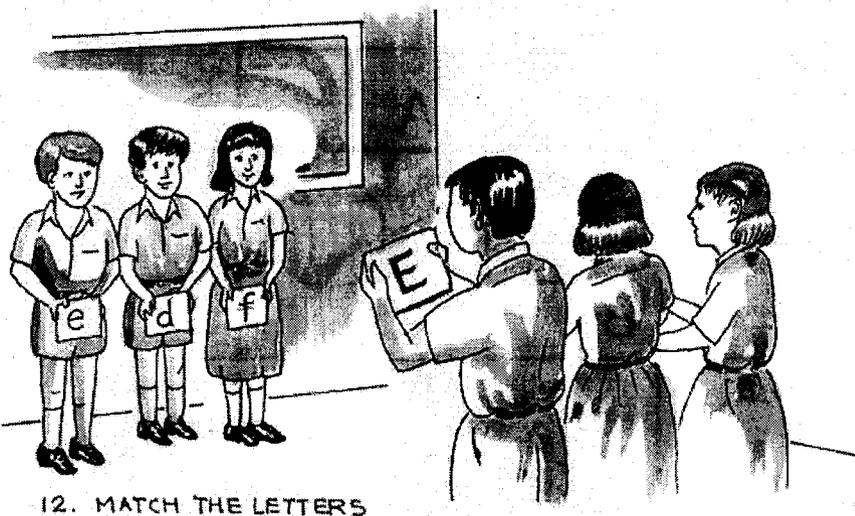
12. MATCH THE LETTERS

OBJECTIVE : Child will match capital letters with corresponding lower case letters.

MATERIAL : Separate cards with capital letters and small letters, box.

ACTIVITY : One way of playing this activity is to follow activity given under "FIND ME". (Activity No.8).

Another way is to seat the children in a circle. Keep all the capital letters in a box in the middle and distribute the cards with small letters to the children. The teacher picks up a card from the box and shows it to the children. The child with corresponding small letters is expected to hold up his/ her card to show to the teacher / group.



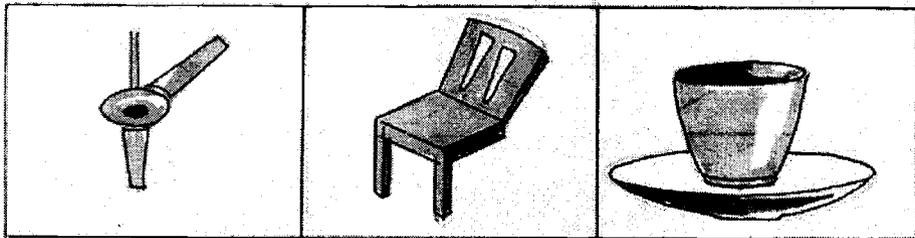
13. WHAT IS MISSING

OBJECTIVE : The child will tell what is missing in the picture.

MATERIAL : Suitable picture cards.

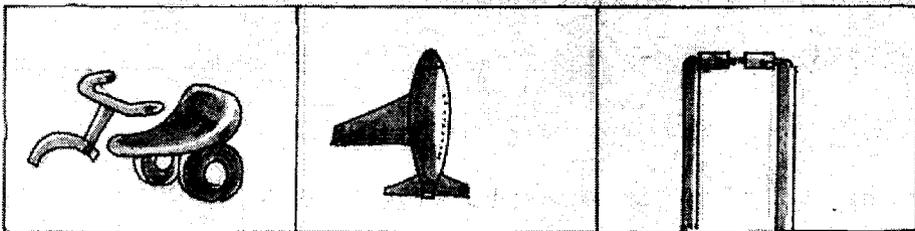
ACTIVITY : Make picture card in such a way that some part is missing. If the child is unable to tell what is missing

give clues. For example, if the picture shows a cup & saucer with the handle missing ask how the child will hold the cup. Later this game can be used to find the missing letter in his name or fruit or vegetable name by having cards in which spellings are written with missing letter(s).



AP _ LE

BAL _ ON



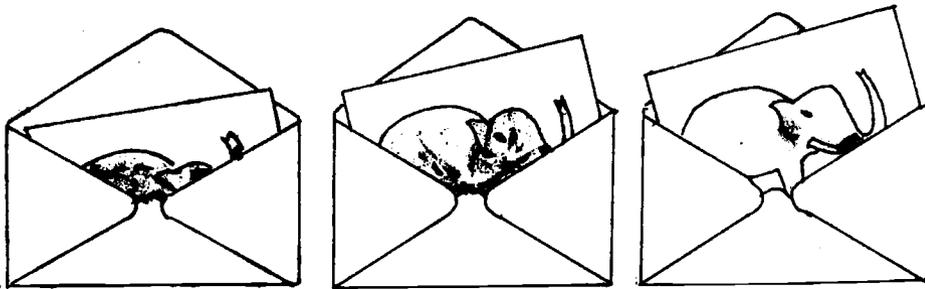
13. WHAT IS MISSING

14. GUESS THE PICTURE

OBJECTIVE : The child will guess the picture.

MATERIAL : Picture cards of common objects and envelope.

ACTIVITY : Put a picture in an envelope. Pull out slowly to expose a small part of the picture and have the child guess what is the picture. If unable to guess pull out some more part till the child is able to guess. Later the game can be played with cards where words/ simple sentences are written and exposing the card slowly.



14. GUESS THE PICTURE

15. SPOT YOUR NAME / A NAME / A WORD

OBJECTIVE : The child will find his/her name or a word in a puzzle.

MATERIAL : Crossword type puzzle, as shown.

ACTIVITY : Prepare a crossword as shown having names of children in the class or some other names of objects, fruits, colours etc. Ask the children to spot their name or name of a fruit or colour.

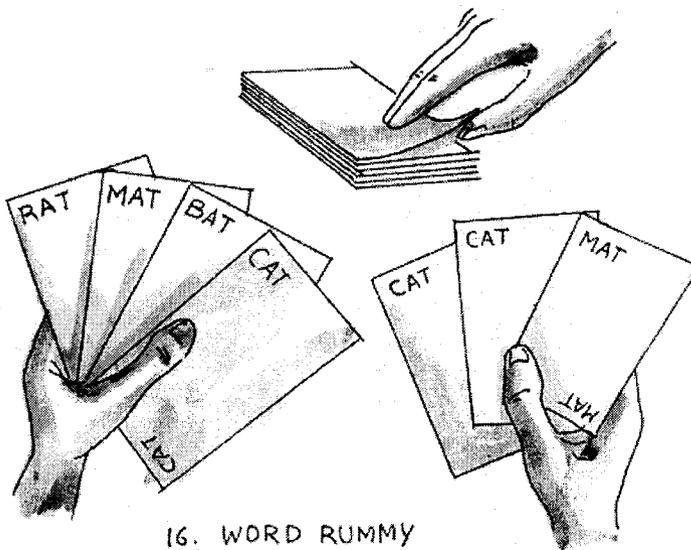
| Fruit | | | | | |
|-------|---|---|---|---|---|
| B | A | N | A | N | A |
| G | R | A | P | E | S |
| U | Q | T | P | S | O |
| L | B | S | L | V | J |
| O | A | M | E | R | A |

| Name | | | | | |
|------|---|---|---|---|---|
| R | A | N | I | A | U |
| A | R | J | U | N | T |
| J | A | M | E | S | E |
| U | M | E | S | H | E |
| K | V | A | R | U | N |

15. SPOT YOUR NAME / A NAME / A WORD

16. WORD RUMMY

- OBJECTIVE :** The child will collect cards in sequence of either identical or dissimilar cards.
- MATERIAL :** A set of cards with words written, one word in each card. It is suggested to use a limited number of words (3-4) which rhyme, i.e. RAT, CAT, MAT, BAT. Minimum numbers of cards can be such that each child gets 3-4 cards and some cards are extra.
- ACTIVITY :** Shuffle and distribute cards to children. Keep balance cards in a pile upside down. The first child to move picks up a card from the pile. He is expected to make a sequence of cards held in his hand. For example, a combination of only one card each of CAT, MAT, RAT, BAT or a combination of all cards having CAT, or all cards having MAT etc. are treated as sequence. He then rejects a card. The next player may pick up the rejected card or one from the pile and so on. The first player to declare the sequence correctly wins.



17. FAVOURITE TOPIC

- OBJECTIVE :** The child will read and complete the sentence on the card.
- MATERIAL :** A set of card with sentences on a particular topic leaving a word blank in every sentence.
- ACTIVITY :** Each child on turn picks up a card which has sentences on a particular topic and reads it by completing the missing word in the sentence. For example, if the topic is COW, then sentences could read as

COLOUR OF COW IS _____
COW HAS _____ LEGS
COW HAS _____ HORNS
COW EATS _____
COW GIVES US _____

2.3 WRITING

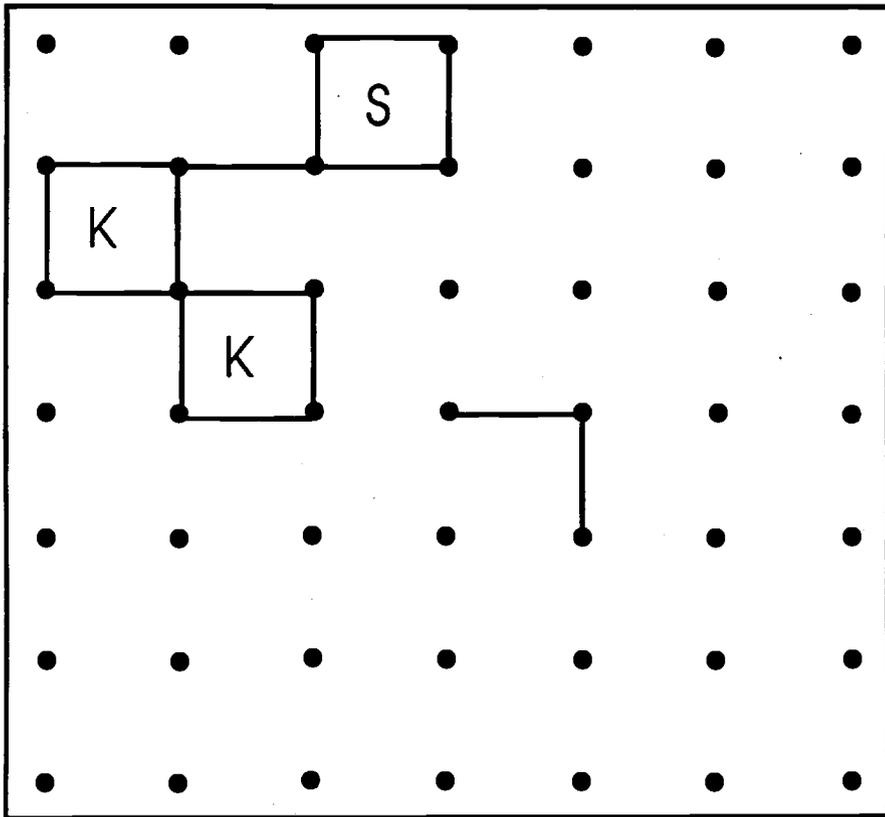
For most individuals writing is the last to be learnt among the language abilities, that is, after learning speaking and reading. In that sense it is the highest form of communication. Just like other language skills, writing is also developed in stages starting from scribbling to colouring within a space; drawing straight lines to circles to zig-zag lines to tracing and copying and then graduating to letter writing and cursive writing. Poor language skills will invariably lead to writing difficulties. In addition writing difficulties such as incorrect directionality, mirror writing, inability to stay on horizontal lines, illegible letters arise from poor motor skills, directionality confusion and poor visual memory. Besides use of other activities mentioned in shapes and colour sections following additional activities are useful for developing writing skills.

1. JOIN THE CIRCLES (OR DOTS)

OBJECTIVE : The child will join small circles (or dots) with a straight line.

MATERIAL : Worksheet and pencil.

ACTIVITY : This activity can be done by two or more children at a time. Distribute worksheets. On turn each child draws a straight line joining any two adjacent dots vertically or horizontally anywhere on the sheet. The game goes on and any child who draws the last line which completes a square writes his initial to identify his square. The game ends when all squares are completed. The child with maximum squares wins.



1. JOIN THE CIRCLES (OR DOTS)

2. COMPLETE THE OBJECT

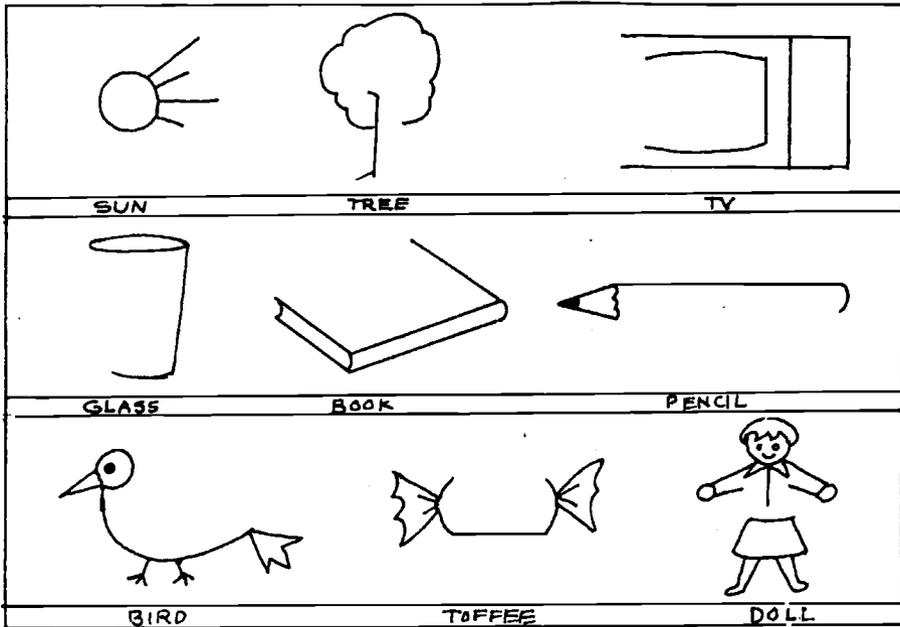
OBJECTIVE : The child will complete the incomplete pictures on the worksheet.

MATERIAL : Worksheet and pencil.

ACTIVITY : Prepare and distribute worksheets with incomplete pictures. Ask the child to complete the pictures or add something to the pictures. Give clues and directions as necessary.

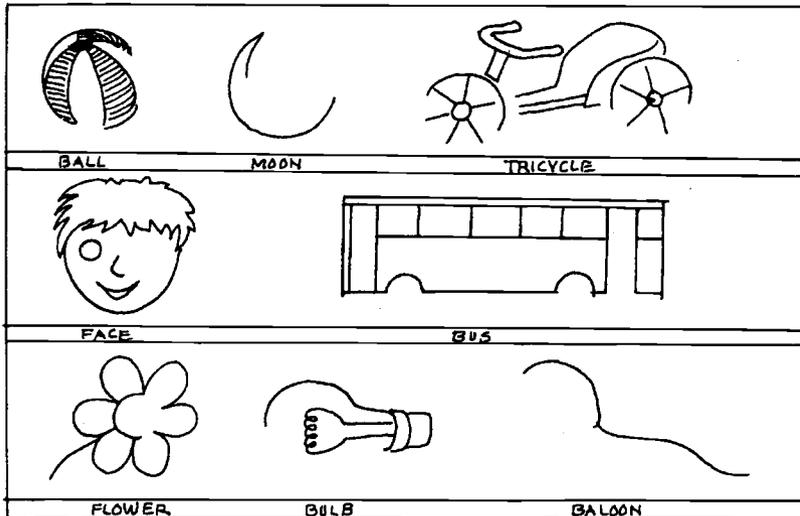
Line

LINE



Circle

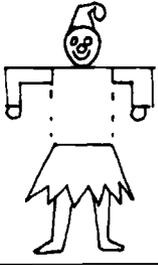
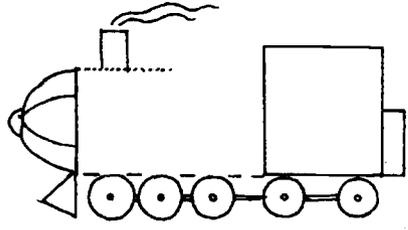
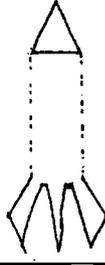
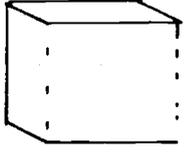
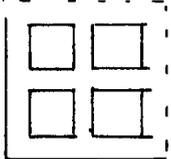
CIRCLE



2. COMPLETE THE OBJECT

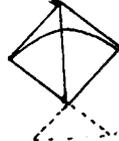
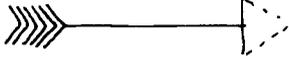
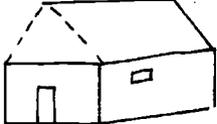
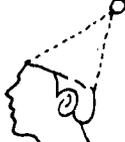
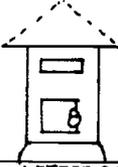
Square/ Rectangle

SQUARE / RECTANGLE

| | | | |
|---|---|---|---|
|  | |  | |
| JOKER | | ENGINE | |
|  |  |  |  |
| ROCKET | BOX | BAT | WINDOW |

Triangle

TRIANGLE

| | | |
|---|---|---|
|  |  |  |
| ICE CREAM | KITE | ARROW |
|  |  |  |
| LAMP | HOUSE | CAP |
|  |  |  |
| TOP | LETTER BOX | A |

2. COMPLETE THE OBJECTS

3. SYMBOLS AND SHAPES

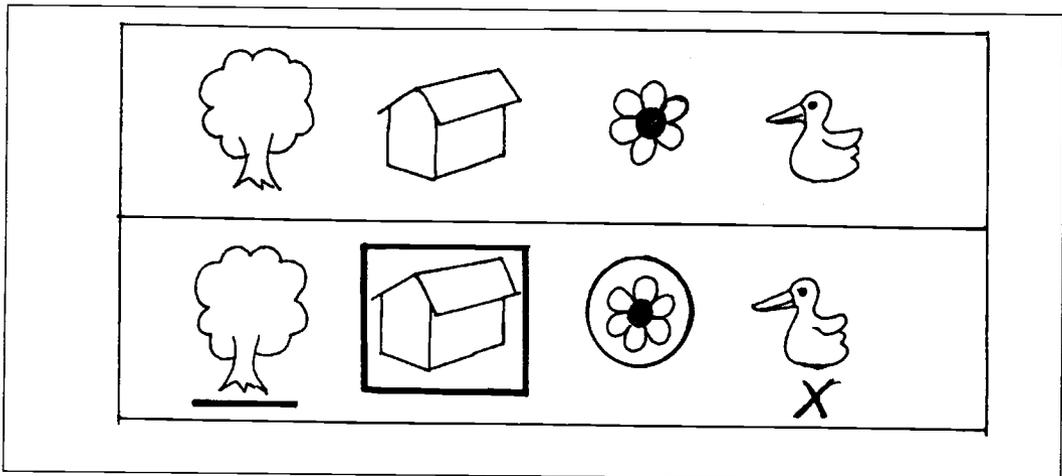
OBJECTIVE : The child will make a symbol or shape as instructed.

MATERIAL : Worksheets as shown, pencils and crayons.

ACTIVITY : Distribute worksheet, pencils and crayons to children. Give them instructions such as ;

- Draw a line under the tree.
- Draw a square around the hut.
- Draw a circle around flower.
- Draw a cross under duck. etc...

Later the children maybe asked to write the first letter or the name of the object on the picture.

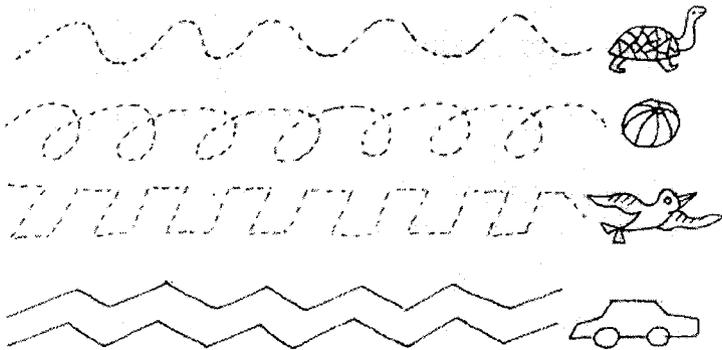


4. TRACE THE PATH

OBJECTIVE : The child will trace the path of given animal/ object

MATERIAL : Worksheet and pencil.

ACTIVITY : Distribute worksheets as shown. Ask the child to trace the path of the object with pencil by drawing firm line over the dotted line or by drawing a line between the two parallel lines in exactly the same manner as the parallel lines.



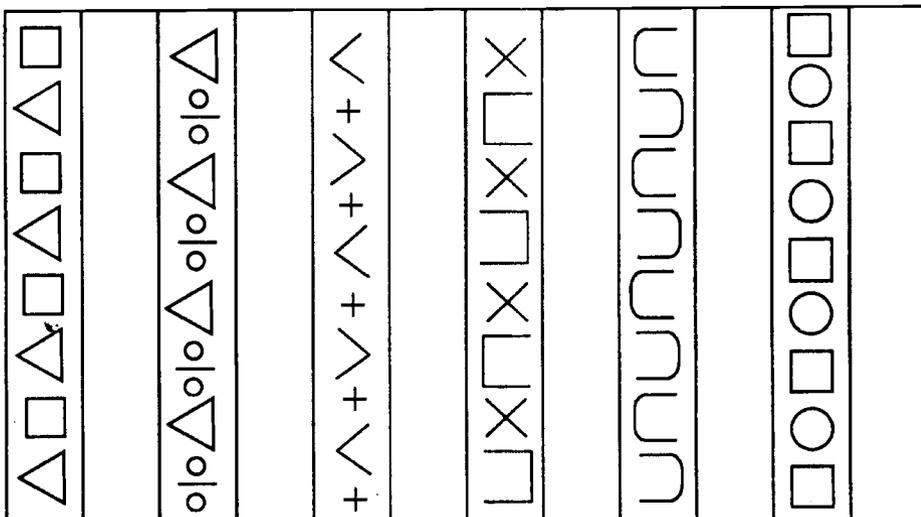
4. TRACE THE PATH

5. DUPLICATE THE PATTERN

OBJECTIVE : The child will copy the pattern.

MATERIAL : Board and chalk paper and pencil

ACTIVITY : Provide a pattern to the child and ask the child to reproduce the pattern. The pattern could start with straight lines, shapes followed by curved lines, shapes as suggested below :



5. DUPLICATE THE PATTERN

6. COMPLETE THE WORD

OBJECTIVE : Child will complete the word by adding missing letter.

MATERIAL : Worksheet and pencil.

ACTIVITY : Prepare and distribute worksheets as shown. The object chosen should be simple and only first letter of the word should be missing. Let there be only 4-5 objects on a worksheet and confine to 4-5 letter at one time. The child has to use one of the letters from the ones given on the right hand side. These letters need not be put on the worksheet and instead the teacher may write these on the board or display a card separately one at a time.

 B A L L
 P P L E
 O L L
 A T
 R E E



6. COMPLETE THE WORD

7. SNACK COUPONS

OBJECTIVE : The child will write a name/word with the help of pictures.

MATERIAL : Small cards and pencils.

ACTIVITY : Prepare card with small pictures on which names of the children or objects can be derived. For example, with

the card shown if first letter of the object is taken it will make "KAMAL". The teacher may prepare these cards individually for all children in the class and distribute these tickets for getting snacks. Each child is required to write the correct name/word for exchanging the coupon for snack.

| (KITE) | (APPLE) | (MANGO) | (APPLE) | (LION) |
|---|---|---|---|--|
|  |  |  |  |  |
| K | | | | |

| | | | |
|---|---|---|---|
|  |  |  |  |
| | | | |

7. SNACK COUPONS

CHAPTER - 3



Mathematics

MATHEMATICS

Mathematics is another important concept for everyday living from early childhood. Whenever, the teaching of mathematical concepts is not handled properly it leads to confusion and concern in young children which ultimately result in learning difficulties in this area. The pre-requisites and steps in teaching mathematical concepts include comparisons such as big and small; tall and short which ultimately teach the differentiation between more and less. This is followed by teaching sequential thinking, numbers and addition.

Measurement of time, space form a key part of early mathematics. The child must be taught to use the clock and the calendar. Money is another difficult concept for young children. In this section four areas viz. numbers, addition, time and money are included.

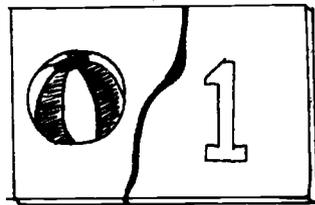
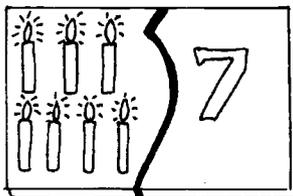
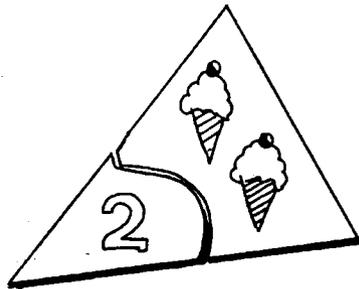
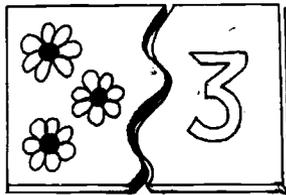
3.1 NUMBERS

1. NUMBER ZIG ZAG PUZZLE

OBJECTIVE: The child will match the picture card with the correct numeral.

MATERIAL : Cards as shown.

ACTIVITY : Make cards and cut along the dotted lines as shown. Mix up the cards. Ask the child to match the picture part with the correct numeral. It is a self correcting method because only if the child joins correctly, shape of triangle (or square depending on original shape of card) will be made.



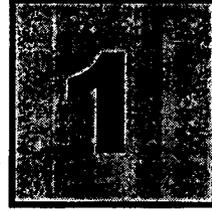
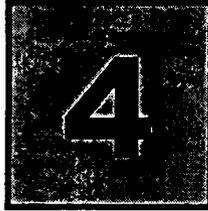
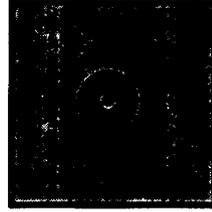
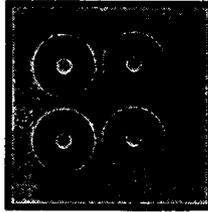
1. NUMBER ZIG ZAG PUZZLE

2. DOMINO CARDS

OBJECTIVE : The child will match domino cards with numeral cards.

MATERIAL : Domino cards, numeral cards.

ACTIVITY : Make cards with numerals and a corresponding Domino cards, that is, with dots (or circle) as shown. Show a Domino card to the child and ask him to match the card with the correct numeral card.



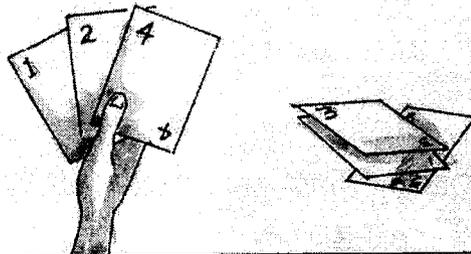
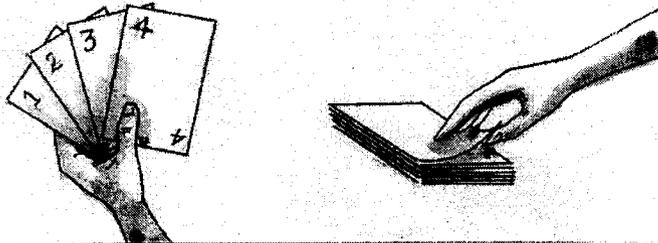
2. DOMINO CARDS

3. NUMBER RUMMY

OBJECTIVE : The child will identify/ match the number.

MATERIAL : Number cards.

ACTIVITY : Make 50 cards having numbers 1 to 5 or 6-10 (10 cards of each number). Mix and shuffle cards. Distribute 4 to 5 card to each child (Maximum up to 5 children). Keep the remaining cards face down in a pile. Each child on his/ her turn picks up a card from the pile. If the number on the card matches with a card in his hand the child, after showing the pair to others, discards both the cards back into the pile. The child who is able to discard all the cards in hand with matching cards picked from the pile is the winner.



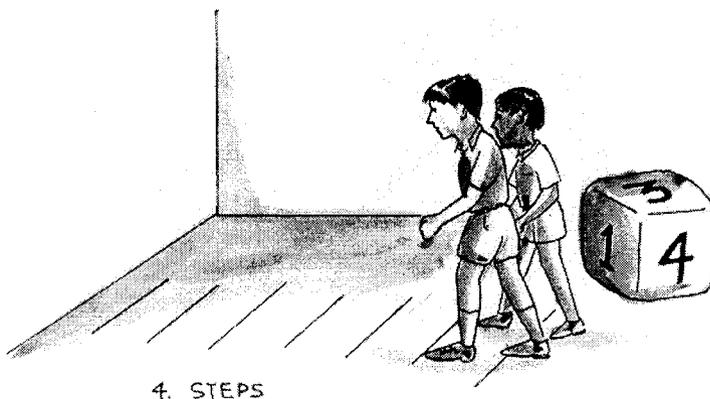
3. NUMBER RUMMY

4. STEPS

OBJECTIVE : Children will walk as many steps as shown on the dice.

MATERIAL : Dice.

ACTIVITY : Have the children stand in a row along a line (or along the wall if the activity is being carried out in a room). Draw another parallel line on the ground about 20-25 steps away (If playing in a room the wall opposite will be the target). First child will roll the dice and takes as many steps as shown on the dice. Then the second child rolls the dice and equal number of steps are taken forward and so on till the children reach other end. Game may be continued with all children turning back or stepping backwards (carefully).



5. GRID WALK

OBJECTIVE : The child will move as many as squares as shown on the dice.

MATERIAL : Grid on floor or ground, dice .

ACTIVITY : Make a grid as shown with the width of each approximately equal to a step. On turn each child will roll a dice and move forward as many steps (squares) as the number on the dice. The child who reaches the other end first is the winner.

| | | | | | |
|----|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 | 10 |
| 9 | 9 | 9 | 9 | 9 | 9 |
| 8 | 8 | 8 | 8 | 8 | 8 |
| 7 | 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 |



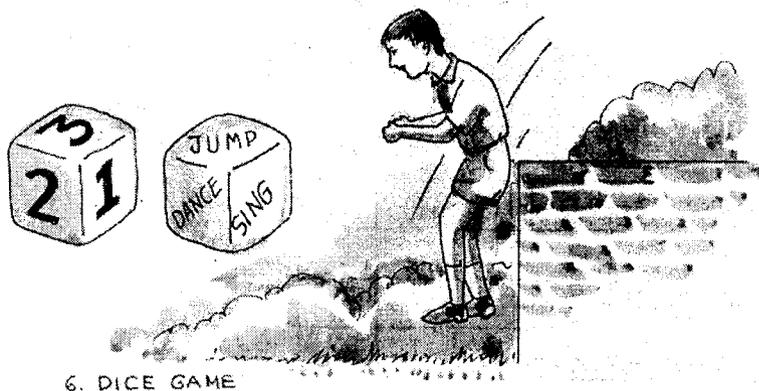
5. GRID WALK.

6. DICE GAME

OBJECTIVE : The child will do activity as many times as shown on the dice.

MATERIAL : Two dice. (Number dice should not have numbers more than two or three).

ACTIVITY : Prepare two dice, one with numbers and other with activities written on them such as jump, dance, sing etc. Make them sit in a circle. Each child on turn will roll the two dice and carry out the action/ activity appearing on first dice as many times as the number appearing on second dice. To avoid monotony the teacher may have different dice with a different combination of activities since each activity dice can have a maximum of six activities.



7. LET US CLAP

OBJECTIVE : The child will count number of claps.

MATERIAL : Number cards.

ACTIVITY : Let the children stand in a circle. Each child is given a number card. The leader may stand in the middle and clap a number of times. The other children count the number of claps mentally or loudly. The child holding the card equal to the number of claps displays his/ her card and conducts the game next time.



7. LET US CLAP

8. HANKY GAME

OBJECTIVE : On the said number the child will run to grab the hanky.

MATERIAL : Hanky.

ACTIVITY : The activity is similar to hanky game under "COLOURS" except that instead of colours each child in teams is assigned a number. Also it is not necessary to call the same number from both teams. The teacher may call out different numbers, that is, say number 6 from left hand team and number 4 from right hand team etc.



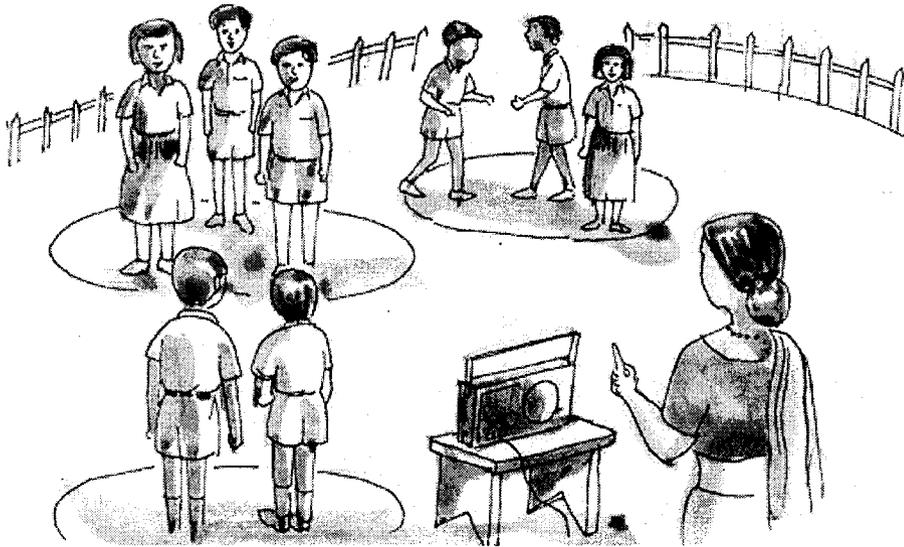
9. MUSICAL ISLAND

OBJECTIVE : The children will stand in groups of given number.

MATERIAL : Chalk, music.

ACTIVITY : Make a number of islands on the floor with chalk. Play the music. Have children run around or dance till the music is on. As soon as music stops say a number, for example – three. The children are expected to stand in

group of 3 in each island. If there are more or less number of children in any island than the said number, the children are out of the game. Music is started again and the game goes on.



9. MUSICAL ISLAND

10. MUSICAL NUMBERS

OBJECTIVE : Children will form group of given number from a sentence.

MATERIAL : Music.

ACTIVITY : The game is similar to above with the exception that when the music is stopped the teacher speaks out a sentence rather than a number for example "We want to buy five mangoes". The children are expected to form group of five. Children forming smaller or larger group are out of the game.



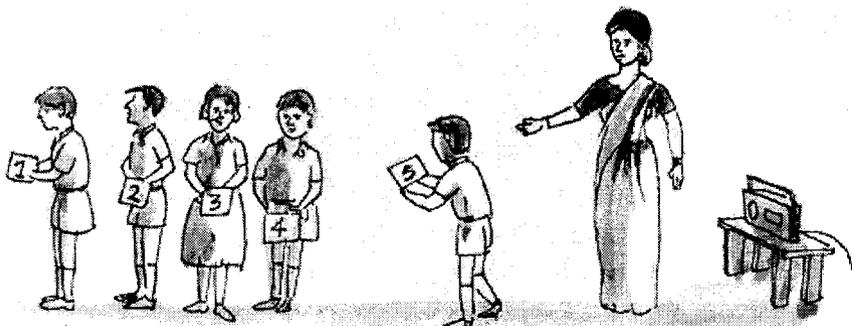
10. MUSICAL NUMBERS

11. STAND IN A SEQUENCE

OBJECTIVE : The children will stand in a number sequence.

MATERIAL : Number cards and music.

ACTIVITY : Distribute number cards to children. Let them dance with the music. When the music stops the children are expected to form a queue in the number sequence one behind the other. The activity is repeated by taking back the cards and redistributing after shuffling the cards. The activity is also useful in "reverse counting" that is child with highest number stands first etc.



11. STAND IN A SEQUENCE

12. COUNTING WITHOUT TOUCHING

OBJECTIVE : The child will count numbers of beads.

MATERIAL : Beads, bowls.

ACTIVITY : Let the children sit in a circle with their hands folded at their back. Keep bowls in front of the children. One child will go around and put some beads in every bowl. One by one children will count beads in front of them without touching.



12. COUNTING WITHOUT TOUCHING .

13. MEMORY GAME

OBJECTIVE : The child will count number of objects.

MATERIAL : Objects, tray & cover cloth.

ACTIVITY : Keep some objects in a tray and cover them. Uncover the tray for a short duration (say 10 seconds) and let the children look at the objects carefully and cover again. Ask the children to tell the number of objects on the tray from their memory. At the end count the objects for letting them know who is right who is wrong. Add or remove some objects and repeat the activity.



13. MEMORY GAME

14. HANDS UP

OBJECTIVE : The child with the called out number will put up his/ her hand.

MATERIAL : Number cards, ball and scoring sheet.

ACTIVITY : This activity is particularly good for reinforcing another skill or concept along with numbers. Children stand in a circle and number cards are distributed. Teacher stands in the middle and calls out a number. The child with the called out number raises his/ her hand and the teacher throws the ball towards the child. The teacher then asks a question such as name of an animal etc. and the child is expected to reply in a given time (10 to 15 seconds). The child throws the ball back to the teacher. The teacher may also keep a scoring system giving points for correct answer.



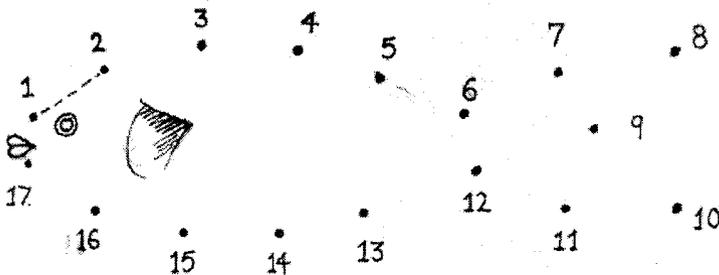
14. HANDS UP

15. JOIN THE DOTS

OBJECTIVE : The child will join the dots in a sequence and colour the picture.

MATERIAL : Worksheet, colours, pencils.

ACTIVITY : This is a very popular activity. The children are given worksheet. By joining the dots in correct number sequence a picture is made. The children then colour the picture.



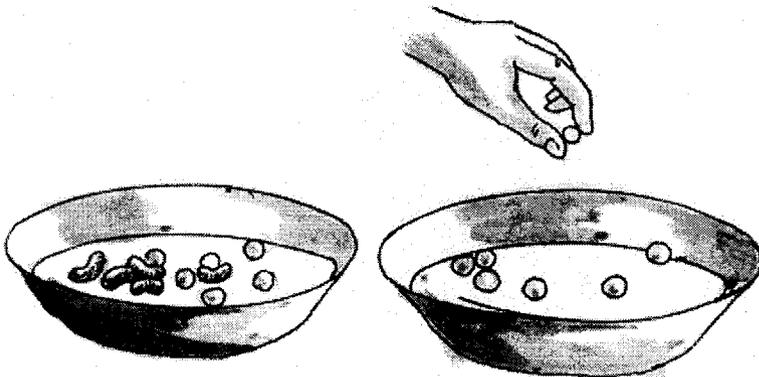
15. JOIN THE DOTS

16. BEAN BOWL

OBJECTIVE : The child will count the number of beans separated.

MATERIAL : Beans (Rajma) and channa, two bowls per child..

ACTIVITY : Mix the beans and channa in equal proportions (alternatively mix beads of two different types/ colours). Give a handful of the mixture in a bowl to every child. At the signal the children start separating beans from the mixture and put these in the other bowl. After a fixed time (one minute say) the children count the number of beans separated by them. One who has maximum numbers is the winner. For higher level Children, after they finish counting they can match the numeral on the board



16. BEAN BOWL

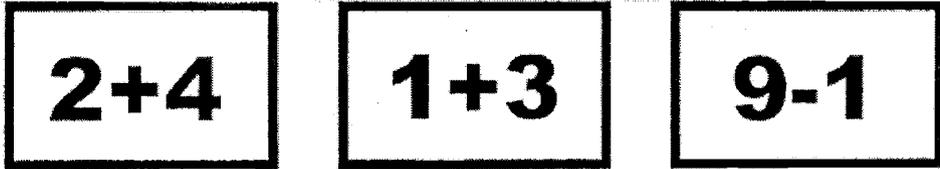
3.2 ADDITION (AND SUBTRACTION)

1. MUSICAL ADDITION

OBJECTIVE : Child will stand on a circle numbered as addition of two given numbers.

MATERIAL : Flash cards, chalk, music.

ACTIVITY : Prepare flash cards of basic combination of addition (and subtraction at a later stage,) i.e., $2+4$, $1+3$, $(9-1)$. Draw circles on floor and number the circles equal to the answer of the flash cards, e.g. 6, 4, 8. Play music and let children move around and dance. Flash a card and stop the music. Ask the children to step into circle that has answer to the sum (or difference) on the flash card.



1. MUSICAL ADDITION

2. BINGO GAME

OBJECTIVE : Match and cross the numbers with answers of the flash cards.

MATERIAL : Flash cards, bingo cards.

ACTIVITY : Prepare flash cards as above that $3+2$, $7+1$, $8-4$ etc. and bingo cards with the answers such as 5, 8, 4. Flash one card at a time and ask the children cross out the number on bingo card which he or she thinks is the answer. (if there are two identical numbers on his card then he can cross out only one for the shown flash card). The child who is able to cross out all the numbers on his bingo card correctly is the winner.

| | | |
|-------------------------|-------------------------|-------------------------|
| $3+2$ | $7+1$ | $8-4$ |
| 9 | 5 | |
| 8 | | 1 |
| | 3 | 4 |

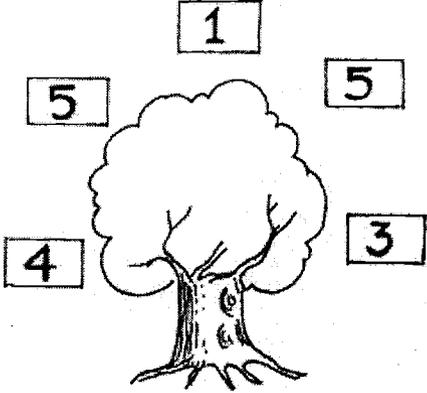
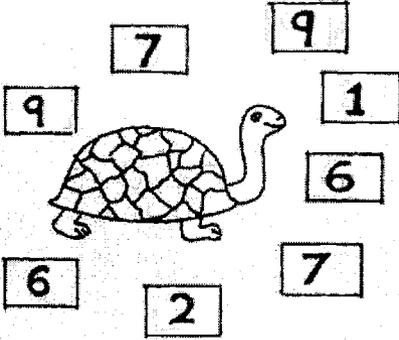
2. BINGO GAME

3. HOW OLD IS IT?

OBJECTIVE : The child will tell the age of the particular living object by addition of numbers.

MATERIAL : Worksheet as shown.

ACTIVITY : Distribute sheets and ask the children to fill up the blank space with the age of the animal etc. by adding numbers around the object.

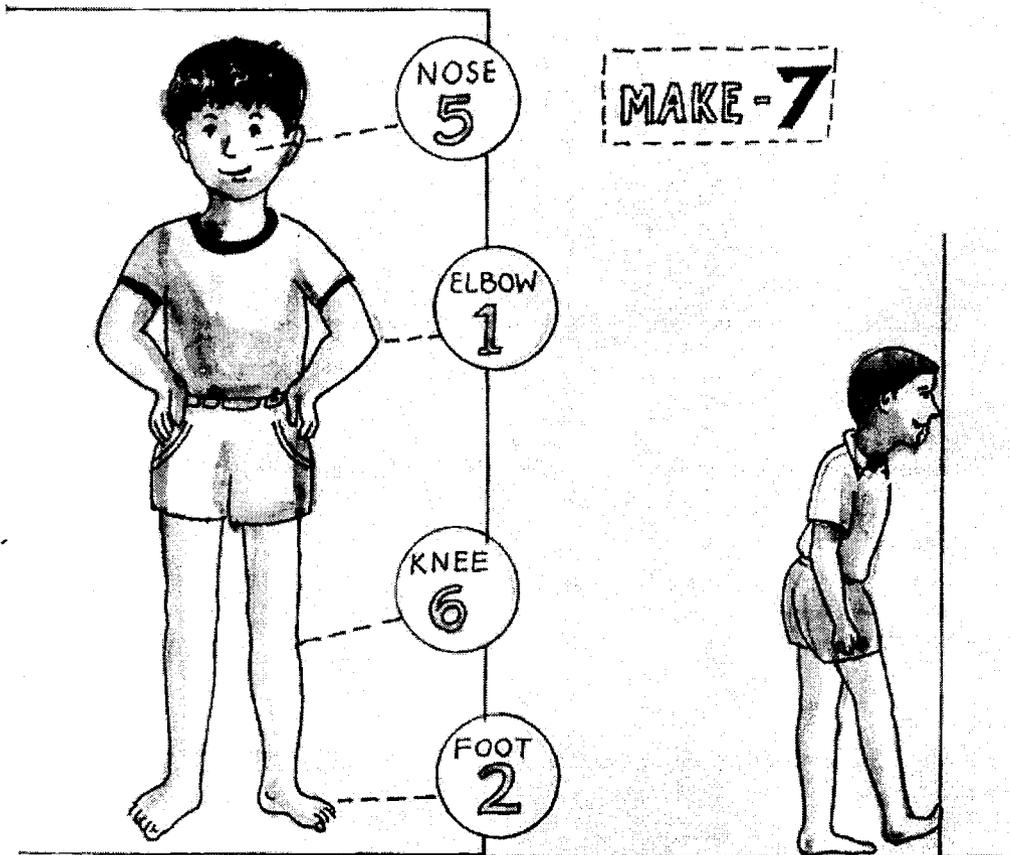
| | |
|---|--|
|  |  |
| <p style="text-align: center;">18</p> | <p style="text-align: center;">.....</p> |

4. BODY GRADING

OBJECTIVE : Form a given number with addition of random given numbers.

MATERIAL : Black-board, chalk.

ACTIVITY : Draw a sketch on the board and grade the body parts with different numbers, i.e. nose = 5, knee = 6, Foot=2 etc. Give a number to a child i.e. 7 and ask the child to make that number by touching those parts of the body simultaneously with the wall whose sum is the given number. For example, the number 7 can be made by touching elbow and knee or nose and foot simultaneously with the wall. The children will come out with all kind of funny postures.



4. BODY GRADING

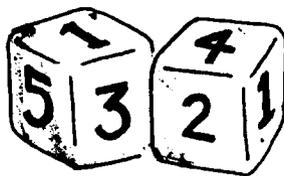
OBJECTIVE : The child will add or subtract and play.

MATERIAL : Board as shown, two dice, counter.

ACTIVITY : Each child has a counter. Game starts from number 1. On turn the child rolls two dice. If the child is on a square with + he adds the numbers of the two dice and moves forward. If the child is on negative square then he subtract the smaller numbered dice from the bigger numbered dice and moves forward. (When on a negative square if both dice have the same number then he stays on the same square). The illustrations of the board shows only 36 squares but one can have 100 squares also.

| | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Home 36 | \ominus 35 | \oplus 34 | \ominus 33 | \oplus 32 | \oplus 31 |
| \ominus 25 | \oplus 26 | \ominus 27 | \ominus 28 | \oplus 29 | \oplus 30 |
| \oplus 24 | \ominus 23 | \ominus 22 | \oplus 21 | \ominus 20 | \ominus 19 |
| \oplus 13 | \ominus 14 | \oplus 15 | \oplus 16 | \oplus 17 | \oplus 18 |
| \ominus 12 | \ominus 11 | \oplus 10 | \ominus 9 | \oplus 8 | \oplus 7 |
| \oplus 1 | \ominus 2 | \ominus 3 | \ominus 4 | \oplus 5 | \ominus 6 |

5. LUDO

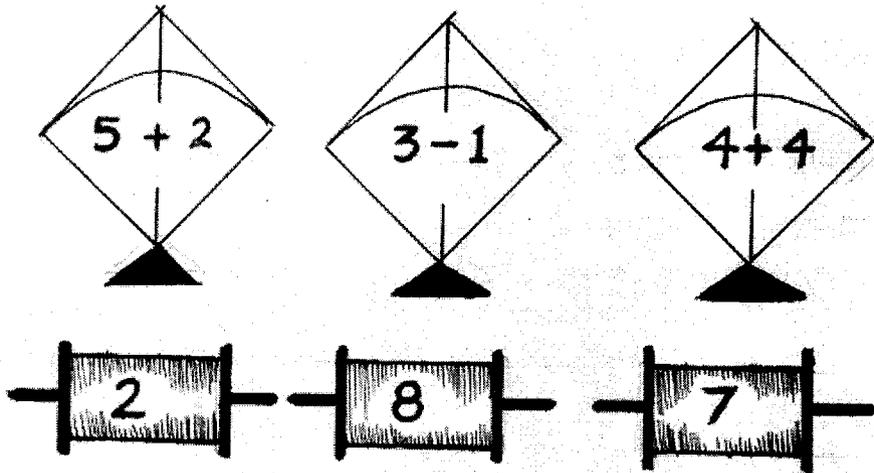


6. KITES (1)

OBJECTIVE : The child will do addition or subtraction .

MATERIAL : Worksheets as shown (without strings drawn).

ACTIVITY : Distribute spread sheets and ask the children to join the kites with corresponding reels.

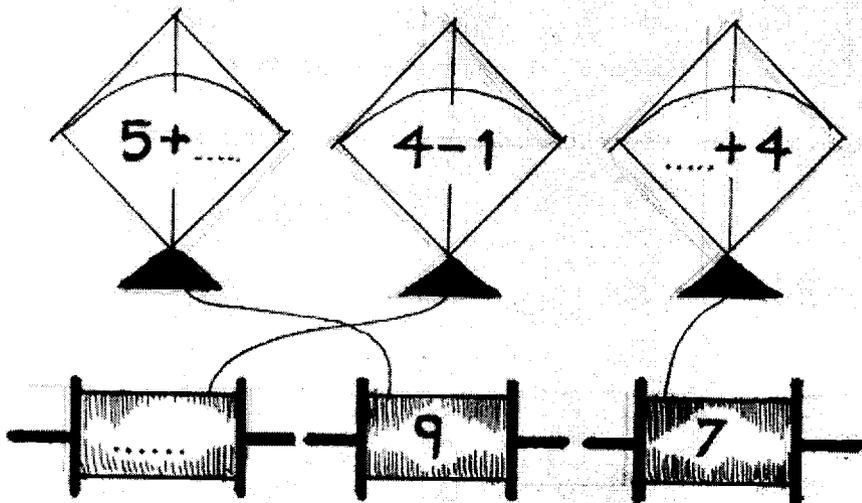


6. KITES (1)

7. KITES (2)

MATERIAL: Worksheets as shown.

ACTIVITY: Let the child fill in the blanks.



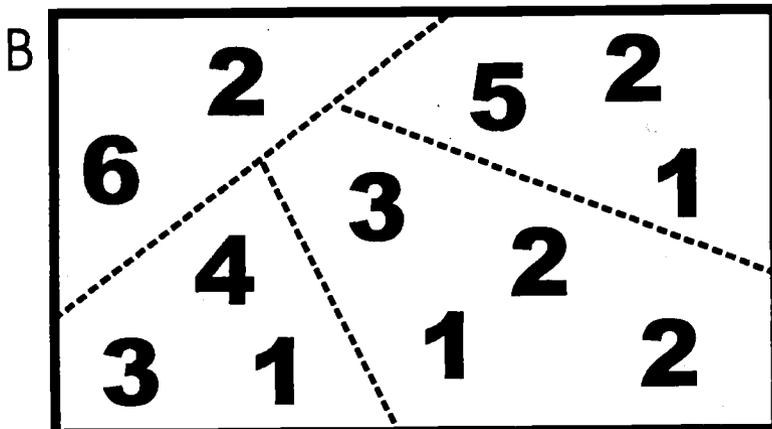
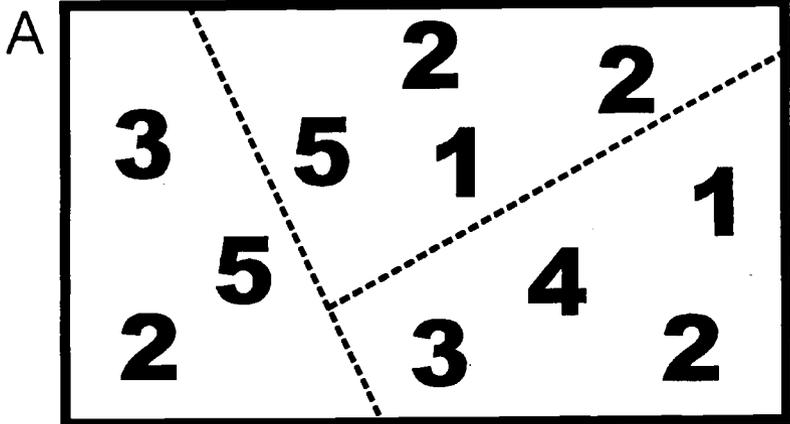
7 KITES (2)

6. LET'S ADD

OBJECTIVE : The child will divide picture in parts such that each part adds up to a given number

MATERIAL : Worksheet as shown.

ACTIVITY : Ask the child to divide the picture A in three parts such that each part adds up to ten and picture B in four parts such that each part adds upto eight. More worksheets may be developed by the teacher similarly.



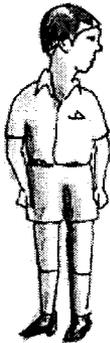
3.3 MONEY

1. ODD MAN OUT

OBJECTIVE : The child with a different coin will be identified.

MATERIAL : Coins of different denomination.

ACTIVITY : Keep coins of same denomination say 50 paise in box along with one coin of different denomination. Ask children to pick up one coin each from the box. Then ask the children to find out who among them has a coin different from other and of what denomination. Repeat the game with other coins.



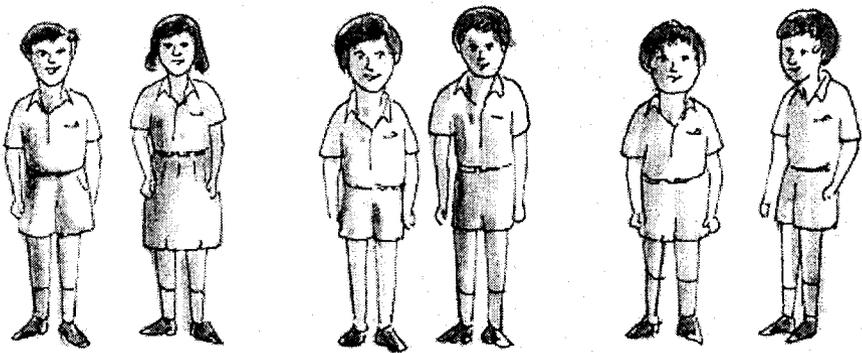
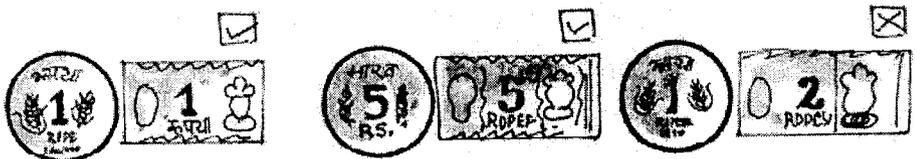
1. ODD MAN OUT

2. MEET YOUR PARTNER

OBJECTIVE : Children with same currency denomination will pair up.

MATERIAL : Coins of Rs. 1, 2 & 5 and currency notes of Rs. 1, 2 & 5.

ACTIVITY : Divide the children in two groups. Distribute coins to one group and notes to the other group. Let the children locate their partner, that is, each child with a coin will pair up with child having currency note of same denomination.



2. MEET YOUR PARTNER

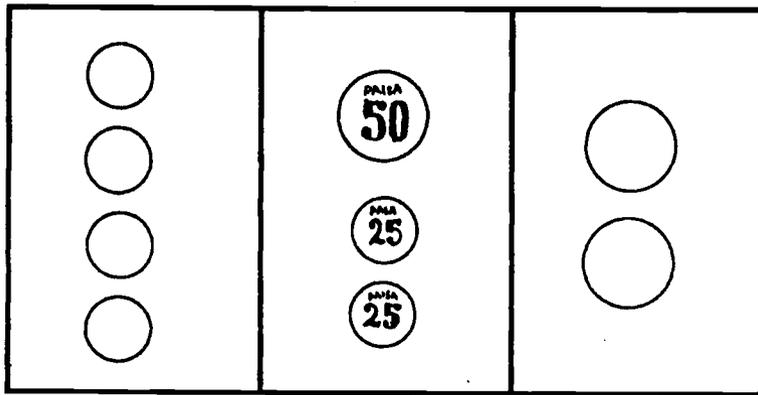
3. RE 1/- EACH

OBJECTIVE : The child will make Rupee 1/- using different denomination coins.

MATERIAL : 10 P, 25 P, 50 P coins and sheets/ foam board as shown.

ACTIVITY : Draw circles on sheet of paper or make slots in a board such that each circle is almost exactly of the size of a coin and by adding all the coins in that particular column it should add up to Re. 1/- (but do not write what each circle stands for). In the example shown in the column (1) 4 circle of the size of 25 P coin are drawn, in column (2) One of 50 P coin size & 2 of 25P coin size are drawn.

Distribute coin to children and ask them to place coin of exact size in each column to make a rupee.



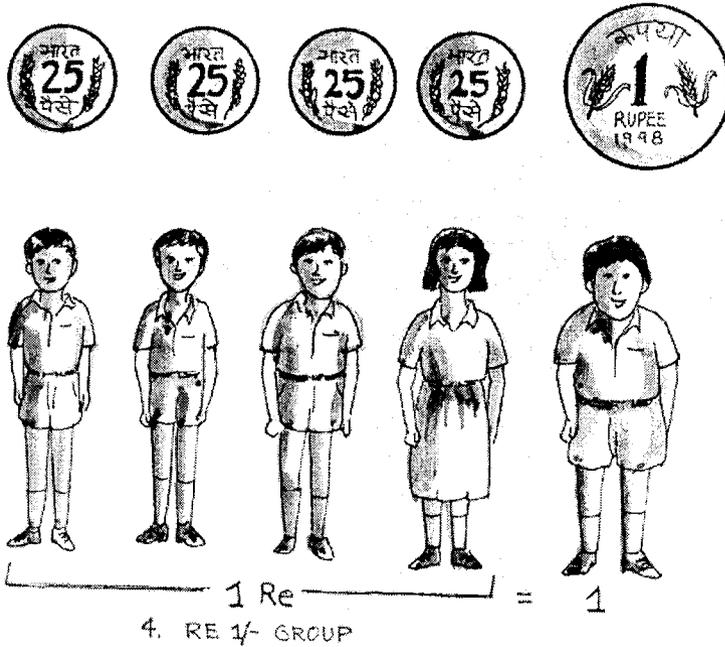
3. RE 1/- EACH

4. RE 1/- GROUP

OBJECTIVE : Children will form a group to add up to Re 1/-.

MATERIAL : Coins of 25 P., 50P and Re 1 .

ACTIVITY : Distribute coins to children. Then ask children to make group so that each group collectively makes Re 1/- Children with Re. 1/- must stand alone, that is, by themselves.



5. GUARD OF THE WELL

OBJECTIVE : Count money.

MATERIAL: Board as shown, dice, coins and counters.

ACTIVITY : Children roll the dice on their turn. Each child moves counter by as many squares as the number on the dice. If the square shows a number 25 P, 50 P, 75 P, Re. 1/- etc. he gets that much money (coins) from the kitty. If he lands up on a "well" he must return all his money back to the kitty. Every child must play till he reaches FINISH. At the end every child counts his/her money and one with maximum money is the winner.

| | | | | | |
|---|---|---|---|--|----------|
| END 36 |  35 | 1 34 | 33 | 50 32 | 25 31 |
|  25 | 26 | 1 27 | 25 28 | 1 29 | 25 30 |
| 25 24 | 50 23 | 22 |  21 | 25 20 | 1 19 |
| 50 13 | 25 14 | 25 15 | 25 16 | 17 | 50 18 |
| 12 | 1 11 |  10 | 50 9 | 8 | 25 7 |
| START 1 | 25 2 | 1 3 | 50 4 |  5 | 25 6 |

5. GUARD OF THE WELL



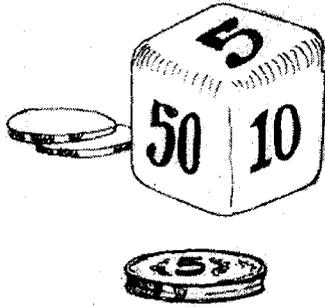
6. BANKING GAME

OBJECTIVE : To count the money.

MATERIAL : Assorted coins & dice.

ACTIVITY : One child is designated as the banker and is handed over all the coins. A dice with numbers same as the denomination of coins or sum of denominators (5, 10, 25, 50 etc.). Each child rolls a dice on turn and gets

that much money from the banker as the number on the dice. The game is played for 5-6 rounds. At the end every child counts his/her money.



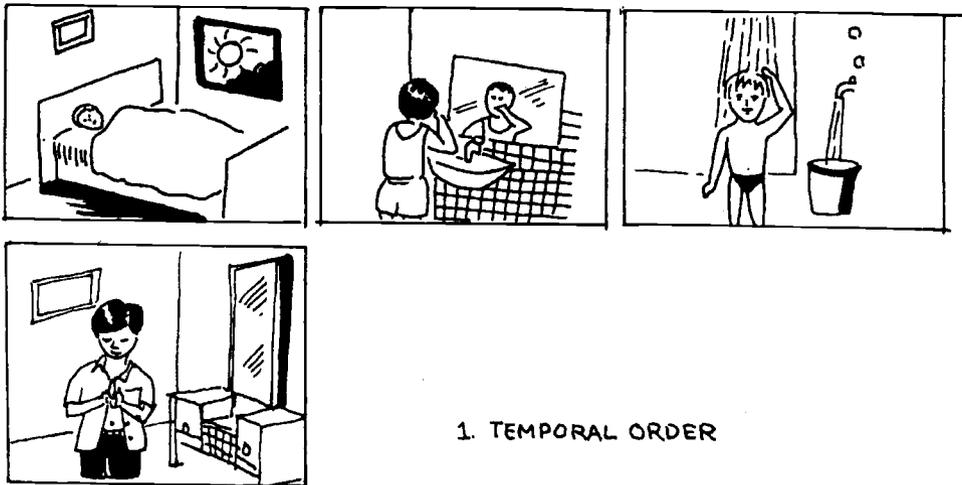
3.4 TIME

1. TEMPORAL ORDER

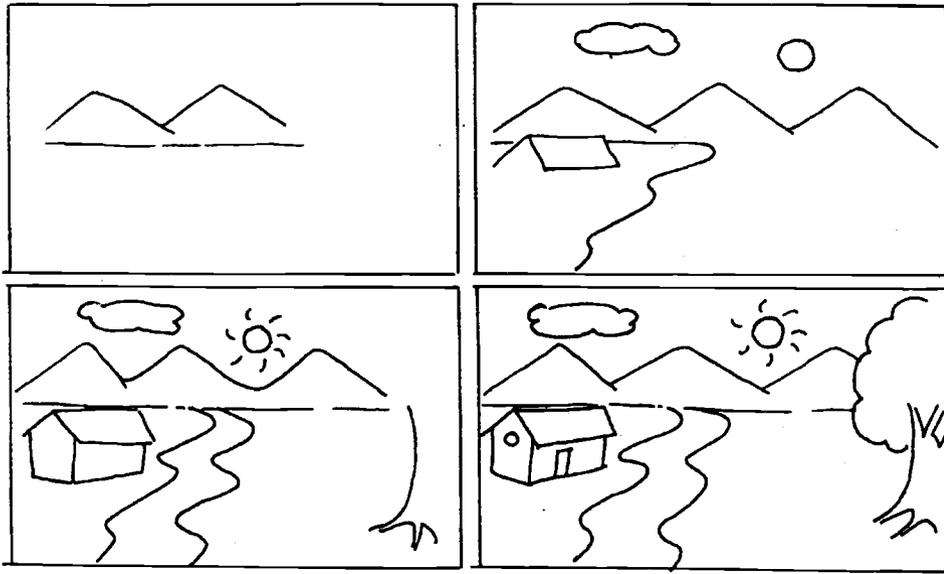
OBJECTIVE : Child will arrange cards in correct sequence of occurrence.

MATERIAL : Picture cards.

ACTIVITY : Prepare picture cards of different activities which are done or required to be done in a sequence. For example, first card may show a child in the bed and sun outside the window, second card showing child brushing teeth, third card showing child taking bath, fourth card child wearing clothes and ready to go to school, fifth child in school, sixth one showing child eating, seventh showing child playing and eighth one showing child in the bedroom. Shuffle and mix the cards and then ask the child to arrange it in proper sequence. Other sets of cards may be prepared. Another method of creating cards is by making a set of cards in which one item is added in each subsequent card as shown. The child is asked to arrange the cards in the sequence in which the objects in the picture were drawn.



1. TEMPORAL ORDER



1. TEMPORAL ORDER

2. TIME

OBJECTIVE : The children will speak out time with the help of numbers given to them.

MATERIAL : Circle drawn on the floor divided like a clock and hours and minute cards.

ACTIVITY : Draw circle as shown. This game can be played with 12 children. Station one child each at the 12 position of the clock. Give each child two number cards, one representing the hours at that number and the other representing the minutes. For example, the child at position four will have two cards reading 4 and 20 for hours and minutes respectively. (The card may be of different colours for ease and differentiation). Let the teacher stand (preferably sit) in the middle of the clock with a stick or ruler in one hand. The teacher will now extend both arms, one with ruler to represent big hand (minute hand) on the clock and the one without ruler that is the small hand (hour hand) of the clock towards

two different children. The child with small hand pointed to him will read out/ display the hour card and with big hand display the minute card. The teacher may then change position. The teacher may initially use zero, fifteen, thirty, forty five minute positions only for the big hand. The time representation this way is not accurate but this is to develop the concept.



2. TIME

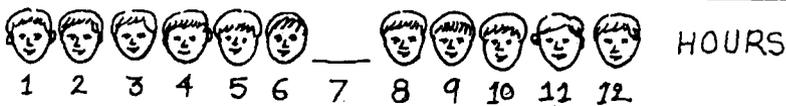
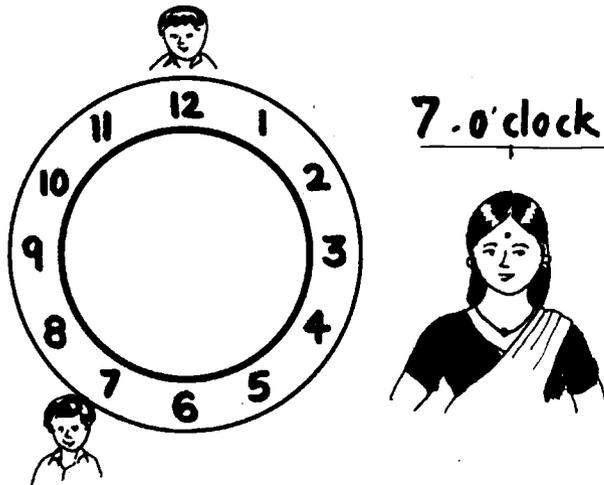
3. LETS MAKE THE TIME

OBJECTIVE : Children will stand on the required clock numeral.

MATERIAL : Chalk.

ACTIVITY : Draw a circle on the ground to represent the clock along with the numerals 1-12. Let children stand in two rows. One team representing the big and the other team

representing the small hand of the clock. The teacher will call out a time say 7 o'clock. The first child from each team will go and occupy the corresponding hour and minute positions. The big hand team member is expected to go to 12 and small hand team member to 7. The teacher will give marks/ points to each team for occupying correct position. Since the minute concept is difficult the teacher may decide to give two points for each correct answer to the minute team against one of the hour team. The game is repeated with the second child from the teams and so on. The team with maximum points wins. Next the teams are interchanged; that is, hour team become minutes team and vice-versa. The game is repeated. Alternatively each child may be given a number as shown below and the numbered children would take the position at called out time.



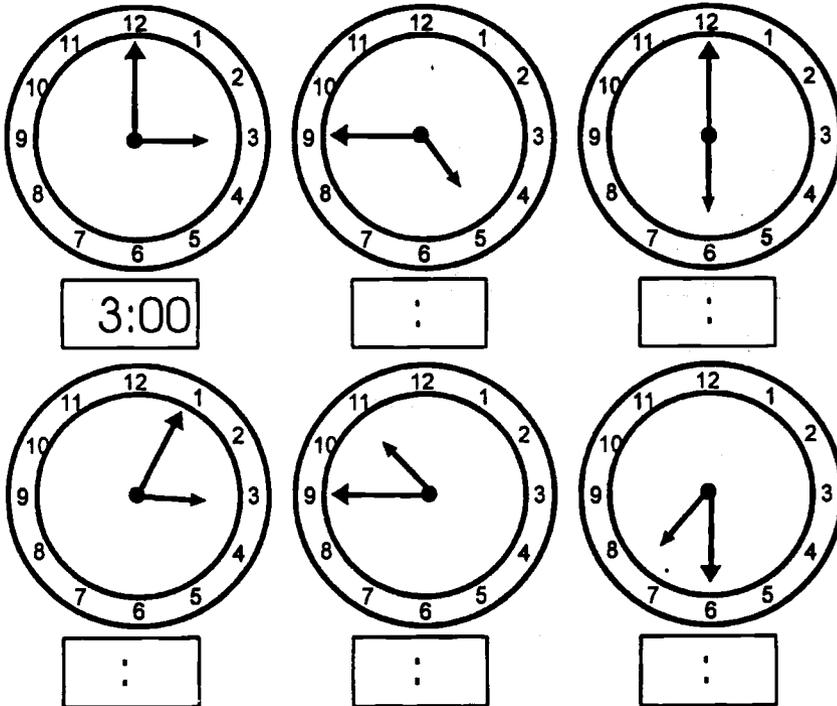
3. LETS MAKE THE TIME

4. TIME CARDS-1

OBJECTIVE : The child will write the time shown in the card.

MATERIAL : Worksheet as shown.

ACTIVITY : Distribute worksheet as shown and let children write the time shown in the clock in the given space.



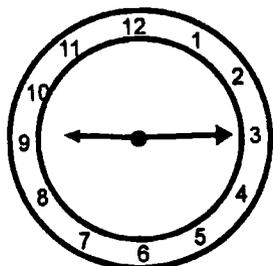
4. TIME CARD - 1

5. TIME CARDS-2

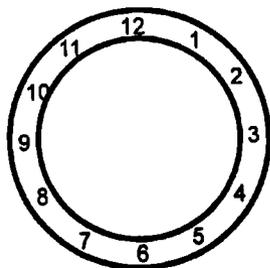
OBJECTIVE : Child will make small and big hand of the clock to match with the time.

MATERIAL : Worksheet as shown.

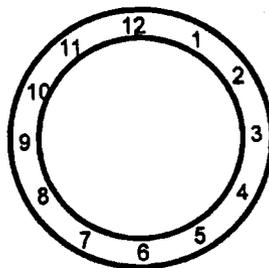
ACTIVITY : The children will draw the big and small hand on the clock as per the time given.



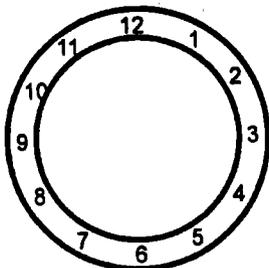
9:15



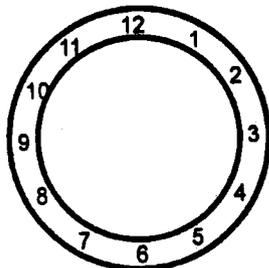
8:30



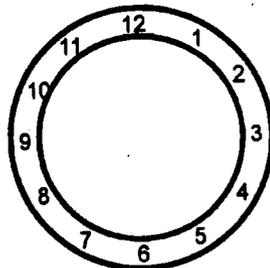
2:45



6:00



11:30



10:10

5. TIME CARDS - 2.